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**IMPROVING TEACHER EVALUATION THROUGH ENHANCED SUPPORT  
FOR TEACHERS AND SCHOOL BASED ADMINISTRATORS:  
A CHANGE LEADERSHIP PROJECT**

Dywayne B. Hinds

Educational Leadership Doctoral Program

Submitted in partial fulfillment  
of the requirements of  
Doctor of Education  
in the Foster G. McGaw Graduate School

National College of Education

National Louis University

December, 2017

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This document was created as *one* part of the three-part dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement three major projects, one each year, within their school or district with a focus on professional practice. The three projects are:

- Program Evaluation
- Change Leadership Plan
- Policy Advocacy Document

For the **Program Evaluation** candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the **Change Leadership Plan** candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the **Policy Advocacy Document** candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

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## **ABSTRACT**

It is no secret that school accountability is a common theme heard in discourse among governmental and local officials. This theme reaches across educational institutions throughout the Nation. Parents, policymakers, and educators are calling for and demanding educational reform to improve the quality of instruction taking place within schools. Improving student achievement scores on standardized tests is the driving force behind the demand for educational reform. Consequently, education reform efforts must focus on teacher quality and improved student performance.

The relationship between the evaluation ratings of classroom teachers and student achievement is an ongoing topic of leaders in and outside the education profession and in particular educational policy-makers. As indicated by several researchers, teacher quality is a critical factor influencing student performance. Having the ability to distinguish between levels of performance for teachers and school administrators can help districts provide instructional support to develop and strengthen teacher practices and ultimately improve student achievement.

Determining how to measure effective teaching practices is one of the primary challenges facing the education profession. Therefore, continued efforts are underway to search for valid and reliable ways to measure teacher performance. If used correctly, the process used to evaluate teachers can help teachers develop and strengthen their instructional practices. Additionally, if the school district's teacher evaluation system is based on sound theory and practice and used with fidelity, teachers can be held accountable for student learning. Therefore, the district in my study wants to take appropriate actions to identify some of the most effective ways to improve the teacher

evaluation process through enhanced support for teachers and school based administrators. It now uses the Marzano Instructional Framework in this effort. And my study addresses how to make it more effective.

## **PREFACE**

During the 2015-2016 academic school year the Claitt County District (pseudonym) implemented a new teacher evaluation (Marzano Instructional Framework) system. The implementation of the Marzano Instructional Framework was the result of the district's need to comply with a legislative mandate from the Florida Department of Education. This mandate required school districts within the state to select one of the approved instructional frameworks or develop an instructional framework for the purpose of evaluating teachers. As a result of this mandate, the district in my study elected to use the Marzano Instructional Framework to evaluate all instructional staff members within the district.

The purpose of my study is to determine ways to better support teachers and school based administrators who are tasked with using the new teacher evaluation system to improve instructional practices and student achievement. I agree with others who say the competency of the classroom teacher is the single most important factor for influencing student success. By implementing a robust and meaningful teacher evaluation system, the district in my study could improve teacher quality and thus increase student achievement.

During my study, I collected survey data from 72 teachers and 3 district level administrators. The teacher survey consisted of Likert-types questions, several open ended question which required teachers to reflect on the current process for teacher evaluation used within the district. Additionally, the district level administrators took part in face to face interviews. I analyzed the data and information from both the surveys and face to face interviews to determine ways to improve the district's implementation

and usage of the Marzano Instructional Framework to evaluate and develop more effective teachers.

I believe that the lives of children can be positively impacted by having a highly effective teacher. One who promotes and inspires students to succeed academically. As research has shown, students have a positive outlook on school and learning when they have a highly effective teacher leading the way. Therefore, I considered the selection of this change leadership project a mission critical as it directly relates to efforts to improve teacher quality and student achievement.

There is a district leader whose primary responsibility is to oversee teaching and learning efforts for all middle schools within the district in my study. This role is critical as the work within the teaching and learning department has a major impact on student achievement efforts within the district. Therefore, I selected this change leadership project to help the district leaders determine strategies and actions to improve the district's implementation of the Marzano Instructional Framework. The ultimate goal to insure the district provides enhanced supports for teachers and school based administrators in areas my study determines need to be addressed.

While I learned several leadership lessons as an outcome of this study, the most significant lesson was how to deal with exposing one's own limitations. There is no perfect person or system. In order to achieve, leaders must expose and address their own limitations to lead more effectively and pursue their vision. This is a very difficult thing to do, especially for those who see themselves as good leaders. However, during this change leadership project, I discovered several deficiencies in some staff members' knowledge and ability to utilize the teacher evaluation process using the Marzano model



and the district's implementation plan. In many ways, this lack of knowledge contributed to confusing users.

The final leadership lesson I learned was specific to the willingness of leaders to lead at all time. Change leaders must be willing to motivate others to continue to move forward despite the obstacles faced. Within our society, things change, and change brings challenges. No matter how effective a leader is, he/she can't stop what may be labeled as unintended consequences from taking place. However, he/she can choose to address and resolve such challenges.

It is my belief that a challenge is an invitation to rise to another level, to test yourself and improve through the process, to show that you can accomplish something that may seem difficult or even impossible. My study revealed several challenges that teachers and district and school leaders now have to address with the new teacher evaluation system using the Marzano framework. However, my study contains some important information needed for improving the current system and enhancing student learning.

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## **SECTION ONE: INTRODUCTION**

Since the start of the 21st century, the educational profession has witnessed a shift from the supervising teachers to that of determining teacher quality through evaluating them (Tucker & Stronge, 2005). Additionally, this shift has placed an increased focus on student achievement data as evidence of teacher effectiveness. Tucker and Stronge (2005) were among national researchers who led the charge to emphasize the critical nature of student achievement as a component within the teacher evaluation system. Specifically, they articulated the need to develop an evaluation system that would use evidence from student learning as well as classroom instructional practices to determine the effectiveness of classroom teachers.

I consider the link between the effectiveness of a classroom teacher and student learning as undeniable. I believe the usage of student achievement information to determine teacher effectiveness has a natural place within a teacher evaluation system. Since the implementation of No Child Left Behind and the requirements around teacher quality, many within the field of education would agree that student achievement should be an important source for assessing the effectiveness of schools as well as administrators and teachers. As an educator, I believe that teachers' evaluations should provide them with ongoing and specific feedback regarding teaching and learning practices used in the classroom. This feedback should focus on helping teachers develop and strengthen instructional practices. Despite the number of years of teaching experience, feedback on improving instructional practices and student learning should not stop for them. Evaluations should provide information about instructional practices that leads to needed

professional development and to enhance instructional practices and to impact positively student achievement.

According to Bill and Melina Gates Foundation (2011), teachers have expressed concerns about the accuracy of their evaluations. Truthfully, I believe teachers have the right to be concerned and they raise a very valid issue, given the commonly reported reliability issues of various observation systems related to student performance outcomes. Thinking about the many approaches used within teacher evaluation systems throughout the United States that I have examined, I can see weaknesses in almost any type of observation system. One of the most common types of flaws found in teacher observation scores is that the observers are not expert users of the evaluation system. Dr. Robert Marzano (2012) would call this type of problem a measurement one. This happens when the observers and scorers do not adequately understand the observation system nor do they understand how to use it effectively.

### **Statement of the Problem**

Based on my professional experiences as a school administrator, there are many problems associated with teacher evaluation systems. These evaluation systems are often subjective and ratings are at times affected by the evaluators' knowledge of the evaluation system. Additionally, the lack of professional development plays a huge role in this regard. There are other problems that relate less to skills than to attitudes or presuppositions. For example, if the administrator conducting the evaluation is biased in favor of or against the teacher, the outcome can be skewed.

Since the implementation of No Child Left Behind Act in 2001, increased levels of accountability have been placed on educational institutions to ensure that students are

achieving at higher levels. This increased pressure directly impacts the way classroom teachers and school administrators have to perform their job. The evaluation process used within schools relies heavily upon the performance of students. As a result, this increased level of accountability has placed a tremendous burden on school based administrators. The onus is to use teacher evaluation systems more accurately and effectively, developing and strengthening teaching through improved teacher instructional practices.

During the 2015-2016 academic school year the Claitt County District (pseudonym) implemented a new teacher evaluation system for district wide usage. It is the Marzano Instructional Framework. It effected all instructional and non-instructional staff members. This implementation was the result of the district's need to comply with state guidelines specific to identifying an approved instructional framework for the purpose of evaluating teachers.

Prior to moving to the Marzano Instructional Framework, the district used a blended model which contained components from several other instructional assessment frameworks. Additionally, the district selected 20 schools to take part in a pilot program using the Marzano Instructional Framework during the 2014-2015 academic school year. The schools involved in the pilot consisted of elementary, middle, and high schools. Teachers and administrators within those schools had many opportunities to engage in ongoing professional development trainings specific to the chosen instructional framework. Consequently, those schools were able to learn and understand the new teacher evaluation system prior to the district wide implementation.



The remaining 150 plus schools were forced to embrace the change and to begin using the new teacher evaluation system at the start of the 2015-16 academic school year without engaging in ongoing training specific to the Marzano Instructional Framework. The district wide implementation plan called for school based administrators who were not at pilot schools to take part in a 2-day training session that took place in July 2015. Shortly after receiving a very basic overview of the instructional framework, principals were directed to take the information back to their schools to train teachers. The training for teachers took place during preschool week in August 2015.

According, to the Fall 2015 Marzano Feedback Teacher Survey (administered Dec 11, 2015 – January 8, 2016), teachers were struggling to understand the usage of the Marzano Instructional Framework well enough to improve their practices. Additionally, school based administrators were struggling to use effectively the evaluation system to observe instructional practices. They also struggled to provide feedback necessary to improve teacher performance.

It is no secret that the effective use of teacher evaluation systems can improve teacher effectiveness and accountability. However, there is literature that states this is not always the case. Therefore, the purpose of this study was to examine the perceptions of administrators and teachers related to the effectiveness of teacher evaluations within the Claitt County District (pseudonym). If the results are positive, I expect to see increased usage of effective instructional practices taking place in all classrooms throughout the school district and increased academic achievement of students within the district.

## **Rationale**

I selected this Change Leadership Plan (CLP) to help the Claitt County District determine a better way to support teachers and administrators who have been tasked with using the Marzano Instructional Framework to improve teacher effectiveness and to increase student achievement. I believe it is important to determine what teachers and administrators in the Claitt County District perceive to be essential components of the teacher evaluation process. I plan to use the results obtained from my study to improve the district's implementation and usage of the teacher evaluation system.

To address my goals, I communicated with the district's Appraisal Advisory Committee members and selected collaborative groups. The collaborative groups consist of district leaders, school based administrators, classroom teachers, and teacher union members. The primary role of persons in the collaborative groups was to analyze teacher evaluation data and make recommendations for future use.

I shared feedback from the collaborative groups with the members of the district's Appraisal Advisory Committee so they would know about my study and its implication for their roles and responsibilities. The role of its members is to make final decisions not requiring action of the school board regarding changes to the evaluation systems. The members of the Appraisal Advisory Committee consist of the Deputy Superintendent, Associate Superintendent of Human Resources, Teacher's Union President, Principals and Teachers. If all parties agreed with the recommendations, a memorandum of understanding on the evaluation system's future use would be created and signed.

In the field of education, the accountability movement has placed a significant emphasis on the teacher evaluation process. Teachers must improve academic

achievement of students and ensure that students are provided tool necessary to complete within our global society. If the evaluation process used within schools is not being used to develop and strengthen teacher instructional practices and to improve academic achievement of students, then our students will not be prepared adequately for continuing education, careers, or a decent way of life.

Through the effective use of a teacher evaluation process, one can improve the quality of instruction taking place within classrooms and a significant improvement in student achievement. Danielson and McGreal (2000) reported the purposes for teacher evaluations should be to:

- Screen out unsuitable candidates
- Dismiss incompetent teachers
- Provide constructive feedback
- Celebrate, reinforce and recognize outstanding instructional practices
- Provide data to drive professional development opportunities
- Unify teachers and administrators around improved student learning. (p. 8)

As I have noted before, research shows effective teachers within classrooms are considered the single most important factor when attempting to improve student achievement and performance. But for this to happen, I believe we must provide teachers timely and practical feedback to improve their instructional practices. In addition, students must have high-quality teachers who are committed to take actions to improve their instructional practices. I think if the teacher evaluation process is used correctly, it can be an extremely useful and effective instrument to develop and strengthen teacher effectiveness as well as improve student academic achievement.

## **Goal**

The goal of my CLP is to improve the overall quality and implementation of the Marzano Instructional Framework for teachers within the district in order to improve student achievement. A related objective is to identify and determine more effective ways to support teachers and school based administrators tasked with using this framework. The objective of the framework itself is to guide school based administrators through their efforts to evaluate teachers and improve instructional practices and student achievement. Therefore, I think my work must include the examination of what teachers and school based administrators perceive to be the essential components of the teacher evaluation process as used with the Marzano Instructional Framework and how its use can be improved improve both teaching and learning.

My vision is to see high quality instruction and learning taking place within all classrooms daily. I believe high quality of instruction speaks to the following behaviors for teachers, students, and school based administrators:

Teachers are:

- Intentional in the planning and delivering of standards based instruction
- Gradual in releasing responsibility of learning
- Consistent in providing feedback within the learning process
- Diligent in using multiple ways to assess learning

Students are:

- Cognitively engaged in rigorous, standards-based content
- Empowered to take ownership of learning
- Prepared enough to demonstrate an understanding of what is taught

School Administrators are:

- Setting goals and developing actionable plans, aligning resources and monitoring data
- Building a positive culture and climate by being visible, supportive and providing feedback and coaching
- Empowering teacher growth through PLCs, collaboration and distributed leadership

To fulfill my goal of improving the overall quality and implementation of the Marzano Instructional Framework, the district in my study must implement a robust and meaningful teacher evaluation system. I think the Claitt County school district can improve teacher quality through the improvement of the current evaluation system and thus increase student achievement. Darling-Hammond (2010) indicated that regardless of the conditions or circumstances within schools, effective teaching practices contribute to increased student achievement. Additionally, when schools have the necessary resources, they can be more effective. But, they must involve parents, students, teachers and community members and school leaders who understand the impact of teaching and learning practices on student learning. Effective teachers have the capacity to transform education and to ensure that all students achieve.

### **Setting**

Based on 2015-2016 demographic information, the Claitt County District was considered one of the largest districts in the state and amongst one of the 30<sup>th</sup> largest districts in the nation with more than 103,000 students. It is the largest employer within the county, with more than 16,000 full- and part-time staff members. When the district

was formed in the early 1900s, it had 22 schools with 2,888 students and 89 teachers. During that time, a total of five school buses were used to transport students to and from school daily. Since that time the district has grown to approximately 600 buses that run more than 500 routes daily, transporting about 32,000 students twice per day. The student enrollment breakdown is 56.6% white, 18.6% Black, 15.8% Hispanic, 4.5% Asian, 4.3% Multiracial and 0.2% Native American. The population by grade/level is listed below:

Pre-K	2,364
74 Elementary Schools	41,071
2 Elementary/Middle Schools	1,934
21 Middle Schools	19,612
18 High Schools	29,830
5 Exceptional Schools	722
23 Charter Schools	6,820
Other	1,203
Virtual School	223
Technical College	5,122
Adult general education	18,286

Below is information specific to school grades that the district has earned since the state department of education started assigning school grades to districts in 2004.

Table 1

<i>District grade history</i>												
2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
B	B	C	C	C	B	B	B	B	B	B	B	B

Despite the district’s overall rating from the Florida Department of Education. The district faces significant challenges associated with the underperformance of African American students within the district. Therefore, the district developed a “Bridging the Gap” plan. This plan was designed to focus on closing the achievement gap between black and non-black students within the district by implementing actions to increase

graduation rates, improve student achievement, improve participation and performance in accelerated coursework, reduce disciplinary infractions and disparity, and reduce the over-representation of black students in exceptional student education classes.

### **Exploratory Questions**

The following are exploratory questions that address the problem that I desire to solve as a result of this change leadership project.

Primary questions:

1. What are the perceptions of teachers and district level administrators within the district regarding the overall quality of the teacher evaluation process?
2. What do teachers and district level administrators report as not working well regarding the implementation and usage of the Marzano Instructional Framework?
3. What do teachers and district level administrators report as major obstacles associated with the implementation and usage of the Marzano Instructional Framework?

### **Definition of Terms**

Words and terms are used in this paper that could have multiple meanings, such as accountability and teacher evaluation. Their definitions, as used in this study, are provided below.

*Accountability:* Accountability is defined as the delivering of performance results (Marzano, 2007). The teacher evaluation process is one method used to determine teacher performance adequacy for student results.

*No Child Left Behind Act of 2001 (NCLB):* No Child Left Behind Act of 2001 (NCLB) is an act by Congress concerning the education of children in public schools. The premise of NCLB is that student learning can increase by insuring the development of a highly qualified teaching staff and by holding them and school and district leaders more accountable for the results.

*School Based Administrator:* The term school based administrator refers to the person responsible for the daily operations and leadership within a school. Included in the term of school based administrator are principals and assistant principals.

*Teacher Evaluation:* Teacher evaluation is the process of collecting data to make judgments about a teacher's performance. These evaluations include data from both formal and informal observations (Danielson & McGreal, 2000).

This list is meant to clarify ideas put forth in this paper and is not intended to provide a thorough definition of each word or term.

### **Conclusion**

As I stated earlier, my goal is to improve the overall quality and implementation of the Marzano Instructional Framework for teachers within the district in order to improve student achievement. However, teachers in the district are struggling to understand how to use the framework to improve their instructional practices and student learning. Additionally, school based administrators are struggling to effectively use the evaluation system to observe instructional practices and to provide meaningful feedback to improve teacher quality.

As a result of the successful initiating of this change leadership plan, I envision an increased usage of effective instructional practices taking place in all classrooms



throughout the school district. I predict this will result in an increase in student achievement as well. Also, I believe the results of this study will strengthen the existing body of literature in this field, making available to district and school administrators information they can use to develop their own knowledge and skills and in turn enhance those of classroom teachers.

## **SECTION TWO: ASSESSING THE 4 C'S (AS IS)**

I used the 4 C's framework described in Tony Wagner's *Change Leadership: A Practical Guide to Transforming Our Schools* (2006) to ensure that I examined the critical aspects of context, culture, conditions, and competencies as they relate to my planned change. While creating my "As Is" and "To Be" charts for this change leadership project, I spent time reflecting on the district's implementation of the teacher evaluation framework. My specific focus was on determining a better way to support teachers and administrators who are tasked with using the Marzano Instructional Framework to improve teacher quality and to increase student achievement.

### **Context**

Wagner et al. (2006) referred to context as "skills demands all students must meet to succeed as providers, learners, and citizens and the particular aspirations, needs, and concerns of the families and community that the school or district serves" (p. 104).

Below are the three context items I have identified in my study (Appendix A):

- No defined coaching model to support struggling teachers
- An inflation of teacher evaluation scores as related to instructional practices
- Insufficient training to allow school based administrators to evaluate teachers accurately and to support instructional development of teachers

In this study, the district's vision is that all students achieve at a high level and that teachers are given the necessary resources to enable them to impact positively daily teaching and learning practices. However, while there is a sound instructional framework in the teacher evaluation system, there is currently no defined coaching model in place to support developing teachers.

Aguilar (2013) indicated that an essential component of an effective professional development program must provide coaching opportunities for teachers. Through the use of coaching teachers can improve instructional practices within the classroom.

Additionally, coaching provides teachers with the opportunity to create partnerships with other professional educators. As a result of these partnerships, conditions can be set to allow teachers to reflect on specific practices, take risks to change practices, and to engage in powerful conversations regarding teaching and learning practices. To overcome barriers associated with the need for a system to support struggling teachers, the district must create and implement an effective coaching model for teachers.

Beyond the need for a coaching model to support struggling teachers, there is an inflation of teacher evaluation performance scores or ratings as it relates to the observation of instructional practices throughout the district. Based on the overall evaluation data released by the Florida Department of Education in 2015-2016, 98% of the teachers within the district received a rating of effective or highly effective, 70.4% effective, and 28.4% highly effective. These results would lead one to believe that students within the district are achieving at higher levels. However, there is a major disconnect when closely examining the rating of instructional practices as it relates to students' achievement results.

When looking at the overall performance of students in the district based on the 2015-2016 administration of the Florida Standards English Language Arts Assessment only 51% of students were considered proficient in reading. And, only 53% of students were proficient as measured by the Florida Standards Mathematics Assessment. Based on the fact that 98% of teachers within the district received an overall evaluation rating of

effective or highly effective, one would not anticipate the previously mentioned teacher evaluation results. Marzano (2012), reports that in addition to meeting state legislative requirements, the most valuable teacher evaluation model should produce gains in student achievement. Beyond using the evaluation model to evaluate teachers, the model must improve student performance over time. There should be a strong correlation between teachers using effective instructional practices and student achievement.

Finally, within the district there is insufficient training to allow school based administrators to evaluate more accurately teachers and to support instructional development of teachers. Additionally, there is no method in place to provide support for administrators using the teacher evaluation model. Insufficient training for school based administrators has the potential to have negative impacts on the district ability to use the evaluation model to improve teacher instructional practices. As indicated by research, school administrators bear the primary responsibility of ensuring that the teacher evaluation model is implemented and used with fidelity.

Danielson (2010/2011), reported that unlike evaluation systems of the past which required school based administrators to complete a checklist of items, new evaluation models require higher levels of proficiency of evaluators. Today's teacher evaluation models require evaluators to assess accurately instructional practices, provide timely and meaningful feedback, and to engage classroom teachers in collaborative conversations about instructional practice. Given the fact that most preparation programs for school based administrators don't focus on specific components of a teacher evaluation model, school administrators are forced to learn on the job. Therefore, it is imperative that

ongoing professional development options are provided to support school based administrators as they work to become instructional leaders.

### **Culture**

Wagner et al. (2006) defines culture “as the shared values, beliefs, assumptions, expectations, and behaviors related to students and learning, teachers and teaching, instructional leadership, and the quality of relationships within and beyond the school. It refers to the invisible but powerful meanings and mindsets of individuals within the organization” (p. 102). Although the district within my study has worked hard to promote a positive and collaborative culture specific to the teacher evaluation system, many stakeholders are frustrated with both the evaluation system and its processes. Teachers believe that the evaluation system is not here to stay so they are willing to spend their time fighting against it. The key culture items I have identified in my study are (Appendix A):

For Teachers:

- Lack of trust in the system
- Lack of support from administrators

For School-based Administrators:

- Lack of sufficient time provided for school leaders to get into classrooms causing feelings of frustration
- Lack of clarity on learning expectations
- Lack of capacity to provide specific feedback to coach classroom instruction

Based on complaints shared by teachers during School Board meetings, it is evident that there is a culture of distrust between the teachers and administrators as

teachers don't see the evaluation system as the communicated growth model it was intended to be. The culture of distrust stems from teachers knowing principals lack the necessary training on the Marzano evaluation system to coach classroom instruction. This was evident throughout the district as school based administrators were receiving training on the evaluation system during the same time teachers were being trained. Also depending on the knowledge of the administrator, teachers are rarely given specific feedback in order to improve instructional practices.

School-based administrators cannot underestimate the role that trust plays in the evaluations process. There is free flowing communication and collaboration when trusting relationships between teachers and administrators are built. These types of relationships engender productive responsiveness, encourage risk-taking, and beget honest evaluations designed to highlight both strengths and growth opportunities. Due to the level of accountability within the education profession, most teachers fear losing their job, so they do everything humanly possible to conceal or overcompensate for shortcomings due to their lack of trust in the evaluation process (Marzano, 2012).

The culture for school based administrators using the evaluation system is very similar to that of the teachers. It is no secret that many school based administrators struggle to find time to get into classrooms. Often times they wait until the final deadline to complete teacher evaluations. This practice often is a source of frustration for teachers as they only see an administrator in their classroom during annual evaluations. On the other hand, some administrators visit classrooms daily. They are seen as fixtures in classrooms; even if they are only conducting quick 3 to 5-minute walk-through observations. Whether an administrator is viewed as a fixture or a rarity in the

classroom, having enough time and the ability to observe and provide feedback to strengthen instructional practices is the linchpin to effective evaluations.

Traditionally, school administrators focused more on the operational functions in their schools ensuring that the campus was safe, every classroom had the needed furniture and other equipment and supplies to accommodate students, lunches were provided, and school buses arrived on time. Based on feedback from teachers and classroom observation data points, it was evident that many school based administrators were not focused on the instructional aspects of schooling. These administrators tended to focus on the operational aspects of school leadership.

However, the accountability movement promoted a shift towards ensuring that schools are led by persons who are considered instructional leaders. School administrators were thrust into roles of being an instructional leadership without having the necessary skills. Stronge, Catano & Richard (2008) reported that instructional leaders focus on the overall quality of instruction taking place within classroom. These leaders set clear expectations, manage curriculum resources, monitor lesson plans, provide feedback to teachers, evaluate instructional practices of teachers, and advocate for student learning and growth. As I noted previously, the culture within the district in my study was unable due in part to the anxiety generated when school based administrators' lack of time to get into classrooms, lack of clarity on learning expectations, and lack of school administrators' ability to provide specific feedback to develop and strengthen instructional practices within classrooms.

Unlike the checklist observation model used in earlier years, a credible teacher evaluation system requires administrators to have higher levels of proficiency specific to

high quality instructional strategies. This level of staff proficiency supports the thinking specific to the role of instructional leaders within a school. Given to level of accountability within the education profession, school leaders in charge of evaluating teachers must be able to assess accurately teacher instructional practices and to provide meaningful feedback to develop and strengthen practices (Danielson & McGreal, 2000).

### **Conditions**

As one of the largest districts within the state, Claitt County is considered a leading district in several areas as measured by the statewide accountability system. The district has the necessary financial resources to support reasonable educational initiatives and to promote student achievement efforts. Despite what appears to be a decrease of funds coming from the state legislature, over the past three years, the district has managed to provide employees (instructional and non-instructional staff) with an annual raise. Additionally, the district was able to raise the salary for beginning teachers to compete with surrounding districts and to attract teachers to the district.

Regarding instructional materials and resources, the district ensures that teachers have the resources they need to provide students with standards based instruction. In addition, staff from the Teaching and Learning Department conduct instructional support school visits to schools. They use them to observe teaching and learning practices and to determine if teachers are using curriculum resources as intended.

Beyond providing teachers with instructional materials and conducting school visits, the Claitt County School District provides teachers with content specific professional development opportunities. The ultimate goal of the professional development opportunities for teachers is to strengthen their ability to provide high



quality instruction to students in all schools. Despite these positive support activities, there seems to be room for improvement in supporting educational improvements.

Wagner et al. (2006) defines conditions “as the external architecture surrounding student learning, the tangible arrangements of time, space and resources” (p. 101). The key conditions identified in my study are (Appendix A):

- Limited district staff and time to train for the evaluation system
- Lack of targeted training for the evaluation system
- Lack of a sound implementation plan

During the 2015-2016 school year, the Claitt County School District implemented a new teacher evaluation system. The Professional Development department consisted of a staff of five people who were responsible for leading the district as they worked to implement the new evaluation system. Of the five people within the Professional Development department, only one administrator was considered an expert in using the evaluation system based on his past experience as a school based administrator. Without a doubt this was a recipe for potential failure. There were not enough district persons available to train teachers and school based administrators to help them understand and implement the evaluation system as intended.

While most components of this evaluation system were not new to teachers and school based administrators, the few new components created concerns throughout the district. Based on several conversations with personnel within the district, many teachers and school based administrators felt overwhelmed by this initiative. They felt like the district did not provide the necessary training to support the implementation and usage of the evaluation system it selected. It was apparent to many within the district that the

district was rushing to comply with a state mandate that required the district select one of the three state approved teacher evaluation systems.

Due to the lack of training during the implementation of the evaluation system, teachers and school based administrators were at a disadvantage. As a result, teacher did very little to change their instructional practices and school based administrators lacked the ability to use the evaluation system. Additionally, school base administrator lacked the ability to provide teachers with clear and specific feedback to develop and strengthen instructional practices. When the State approved the three new evaluation systems that provided instructional frameworks for success, it was a significant step to help improve teacher performance and increase student learning. However, I believe the implementation of this new evaluation system should have had a requirement for district leaders to develop a sound implementation plan that included the training of all impacted staff members. However, this was not done. The failure to develop a sound implementation plan, including usage training, was a source of considerable confusion and frustration.

### **Competencies**

The Claitt County School District is fortunate to be led by a superintendent with high expectations for all district personnel. This can be seen in his daily practices and constant push for educational excellence. The district recognizes the need to grow and strengthen the current workforce of instructional leaders both within the district office and school based. The focus on growing and strengthening district and school based administrators is the result of my observations during visits to schools. When engaging in specific conversations about teaching and learning practices taking place within

schools and spending time walking through classroom with school based administrators, I would consider the following as key competencies (Appendix A):

- Administrators and teachers lack sufficient understanding of the Marzano Framework of Instruction
- Administrators lack sufficient skills to coach teachers and provide meaningful feedback on effective teaching practices

Wagner et al. (2006) defines competencies “as the repertoire of skills and knowledge that influence student learning” (p. 99). By placing emphasis on improving student achievement and teacher instructional practices in the Claitt County School District, the district leaders should equip school based administrators and teachers with the necessary tools to implement successfully its chosen Marzano Instructional Framework evaluation system. By clearly communicating priorities within the district strategic plan, district leaders can help school based administrators grow as instructional leaders, accurately evaluate instructional practices, and coach classroom instruction to better support teachers.

### **Conclusion**

Teachers within the district are struggling to understand the usage of the Marzano Instructional Framework to improve their instructional practices. Additionally, school based administrators are struggling to use effectively the evaluation system to observe instructional practices and to provide meaningful feedback to improve teacher quality. As a result of the successful initiating of my change leadership plan, I identified the need to increase usage of effective instructional practices taking place in all classrooms throughout the school district that lead to increased student achievement scores. I also

determined the need for related and differentiated professional development of all impacted staff members

### **SECTION THREE: METHODOLOGY**

The goal of my CLP is to improve the overall quality and implementation of the Marzano Instructional Framework for teachers within the district in order to improve student achievement. One of the objectives of my change leadership study was to help the district in my study determine ways to support teachers and school based administrators who are tasked with using the framework to improve teacher quality and to increase student achievement. I am a firm believer that having highly effective teachers in classrooms is the most significant factor when attempting to improve student achievement. To accomplish the task of having highly effective teachers in classrooms; teachers need timely and practical feedback to improve their instructional practices. Beyond having timely and practical feedback; coaching is needed to provide teachers with hands on opportunities to grow and learn. Thus, it is imperative that school based administrators be capable of providing teachers with accurate feedback to coach teachers in student instruction.

#### **Research Design**

The method I used to gather data for my change plan included a combination of both quantitative and qualitative measures. I gathered qualitative data by providing teachers and district leaders with a survey. I used qualitative measures to report data collected during interviews with district level administrators. Lastly, I gathered quantitative and qualitative measures using the data collected during classroom observations using the Marzano Instructional Framework. Additionally, I used the data from the open-ended questions to determine if any themes emerged that could further support my overarching research questions. By creating categories and themes the open-

ended data were coded which then led to clusters emerging which were further analyzed. In doing so, this qualitative data provided further information to supplement the quantitative data collected in the survey and further informed the study.

I used the data collected in my study to help the district in my study determine a better way to support teachers and school based administrators tasked with using the new evaluation system to improve teacher quality and to increase student achievement. I truly believe that the information I gathered during my study enabled the teachers and students within the district to demonstrate mastery of instructional standards. As noted earlier, the common complaints expressed by teachers during the 2015-2016 academic school year were: organizational distrust between teachers and school based administrators, unclear expectations about instructional practices, and lack of support from teachers and school based administrators regarding instructional practices. Additionally, there appears to be an underlying belief amongst the teachers and school based administrators that this new evaluation system was not here to stay.

When taking steps to implement change within an organization, it is imperative that district and school leaders act to ensure successful implementation. The need to ensure teachers use effective teaching practices in classrooms is critical as they play an incredible role in the life of students. Thus I think cultivating effective instructional practices and creating an environment designed to develop the knowledge and strengthen the skills of teachers and school based administrators is essential. With improved instructional practices and better coaching by school based administrators, teachers can positively impact student achievement.

## **Participants**

The participants in my study consisted of middle school teachers who were employed to work in one of the five high-priority middle schools during the 2015-2016 school year. I considered these schools a high-priority based on the school accountability measures used to evaluate schools within the state. These schools were identified based on State tests as the lowest performing middle schools and these five schools were the lowest performing middle schools. These schools demonstrated a lack of progress on state assessments over a number years for students in all sub groups. They also were selected because they were Title I schools. Additionally, the turnover rate was significantly high for teachers within these school.

I planned to obtain feedback from 50 to 80 teachers and 72 teachers responded from the five high-priority schools. The teachers who participated in this study did so based on their willingness to take part. Teachers were asked to complete an online survey specific to my change leadership study.

In addition to the teachers, a total of three district level administrators agreed to participate in my study. I conducted one face-to-face interview with each administrator. During these interviews, I asked them to respond to questions regarding the district's implementation of the new teacher evaluation system using the Marzano Instructional Framework.

Given the fact that the members within the Office of Professional Department were tasked with overseeing the implementation of this teacher evaluation system using the Marzano framework, I engaged in ongoing conversations with its members. The purpose of these conversations was to gain insight from those charged with overseeing

this initiative. Throughout the implementation of my change leadership project, I obtained data from several stakeholders (teachers and district level administrators) to determine the effectiveness of the implementation of the new teacher evaluation system (Marzano Instructional Framework) and to determine ways to improve instructional practices for teachers throughout the district.

### **Data Collection Techniques**

I obtained Institutional Research Review Board (IRRB) approvals prior to the collection of data so that all participants in this study were protected from potential harm. I obtained approval from both National Louis University and the school district within my study. The survey data was collected anonymously through an electronically mailed survey link. I first emailed an introduction cover letter to teachers informing them of the study and then provided consent forms to all participants who made the choice to participate in my change leadership study. Additionally, per the IRRB guidelines, I provided administrators within the target schools with a cover letter form requesting teacher participation in my study.

Beyond obtaining IRRB approvals, I collaborated with the Claitt County School District's Office of Professional Development to obtain information. This information was regarding the district's implementation of the new evaluation system in support my work. The data I gathered during this study consisted of information I obtained from surveys, interviews, and data collected in the district regarding the teacher evaluation system.



## **Surveys**

I used survey monkey to collect data on perspectives of teachers and school based administrators regarding the district's implementation of the teacher evaluation system. The survey link was active for one month. After I shared the initial information regarding this study with teachers, I sent a total of two additional follow-up emails to remind teachers to complete the survey questionnaire. All responses to the survey were anonymous and the respondent could not be identified. The respondent's consent to participate in the study was assumed since they volunteered to respond to the survey instrument.

Additionally, I worked closely with the district's Accountability, Assessment and Research Office to obtain data files of teachers. I used the data to target participants to take part in my change leadership study. The data I collected from the survey helped me gain insight on the effectiveness of my study district's implementation of the teacher evaluation system and helped the Claitt County School District determine ways to enhance and improve the usage of the teacher evaluation process.

## **Interviews**

As stated earlier, I interviewed a total of three district level administrators. My purpose for the interviews was to obtain feedback regarding the district's implementation of the new teacher evaluation system (Marzano Instructional Framework). My interviews focused on the district's implementation of the instructional framework. I discovered from research conducted in other districts using the Marzano Instructional Framework that those that used the instructional framework with fidelity saw experienced increased levels of highly effective instructional practices taking place within classrooms.

### **Data Analysis Techniques**

I used survey monkey to collect data from adult participants. The survey included both questions with Likert-type and open ended responses. Using this platform gave me access to the data at any time to create and export dynamic charts, use filters, compare various data, and use rules to analyze specific data views and segments. I also could view and categorize open-ended responses and had the ability to download easily results in multiple formats. Finally, I analyzed the survey results using statistical analysis with descriptive statistics.

Prior to beginning each interview, I introduced myself and described the goals and potential benefits of the project study. The methods for maintaining and the importance of confidentiality was explained to all participants to assure them that data gathered would be used only to inform stakeholders of the teachers perceived challenges and successes experienced during implementation of the Marzano Instructional Framework. While working with a transcriber verbatim transcripts of the interviews were produced. I used a coding process to review the interview transcripts and my field notes. The above process was used following each individual interview. Upon review of the transcripts and field notes, I recorded the most valuable information as related to answering my research questions. These notes revealed the most relevant data to the study and contributed to formulation of key findings.

### **Ethical Considerations**

I took the necessary steps to implement my study with careful consideration given to the participants, as outlined and required by the Florida Department of Education Code of Ethics (Florida Department of Education, 2012), the Claitt County's School District

Research and Accountability standards, and the National Louis University Institutional Research Board's IRRB Criteria for Ethical Research (National Louis University, 2012). Additionally, I adhered to the American Educational Research Association's professional standards of competence, integrity, scholarly responsibility, respect for privacy, and social responsibility during the course of my study (American Educational Research Association, 2011). Upon obtaining permission to complete my study and prior to collecting data, I had informed consent forms signed by teachers and school administrators (Appendix D) and district administrators (Appendix E). In addition to providing each participant with information about this study, I informed them that their participation was totally voluntary and that their personal identify would not be revealed to anyone. Finally, I shared information obtained during this study with the district leadership team members so they might use it to guide actions to improve instructional practices taking place within schools; however, any information that could identify participants or schools was not shared.

### **Conclusion**

In this section, I outlined the methods used during my study and identified the population of the teachers who were asked to participate in the evaluation of the Claitt County School District's implementation of the Marzano Instructional Framework. As stated earlier, my goal was to help the district determine a better way to support teachers and school based administrators using the Marzano Instructional Framework to improve teacher quality and to increase student achievement. When collecting data, I obtained feedback from the teachers and district leaders. The overall outcome of this study will be shared with the district leadership team to inform and improve practices.

## **SECTION FOUR: RELEVANT LITERATURE**

### **Introduction**

After spending nearly 18 years as a professional educator, I have personally witnessed the many changes taking place specific to the evaluation of both teachers and administrators. Despite the negative comments published about these changes, I believe that many of the changes are steps in the right direction. Of course my study focused on the system that was in place for assessing, evaluating, and supporting teachers. I did this because I believe that system had fallen short in many ways of what was needed. Those systems have failed to develop and strengthen teacher practice and to enhance student growth and learning.

Many professionals in the field of education would agree that student achievement should be an important source for assessing the effectiveness of schools as well as administrators and teachers, and the requirements in No Child Left Behind pressured states and school districts to find ways to improve student outcomes. Consequently, districts throughout the nation felt compelled to create and implement systems to improve the quality of education taking place within schools by better determining the effectiveness of teaching practices in improving student learning. I believe the development of an evaluation system that works must include an ongoing process of evaluating the use of best practices by teachers as one of several components – but I understand that no “silver bullet” exists. Focusing on one component of reform is a flawed approach (the education profession has seen its fair share of flaws specific to the implementation of educational initiatives). However, a comprehensive teacher evaluation system is critical to improve teaching and learning practices.

This improvement must start with school based administrators taking a close look at the adults in the system who are charged with the responsibility of educating the students. Burke & Krey (2005), reported that a student's academic performance can be influenced by many factors including levels of poverty, disabilities, language issues, and family and neighborhood experiences. Additionally, these researchers clearly stated that, among school-related factors, the performance of the classroom teacher matters most. Tucker & Stronge (2005), reported that a classroom teacher is estimated to have the greatest impact on students. Consequently, it is imperative that the design of teacher evaluation systems support the development of improved instructional practices within classrooms.

Based on my assessment of teacher evaluation systems, the process used to evaluate teachers can be most effective when it focuses on improving teacher instructional practices. I also highlight in my literature review critical aspects of the teacher evaluation systems used in the United States. Also I provided a description of two teacher evaluation systems used currently in the State of Florida. These evaluation systems were adopted by school districts in response to the Student Success Act (SB736), Florida statute 1012.34.

### **The History of Teacher Evaluation**

The supervision and evaluation of teachers in some reasonably recognized form began in the 1700s. During that time, education was not viewed as a profession. The local government and clergy from religious schools oversaw the process of hiring teachers and making judgements about teacher quality. At that time, the connection between religious instruction and school was clearly evident and embedded as a common way of work (Tracy, 1995). Additionally, the roles that teachers played within society were critical. However, teachers were viewed as servants within the community. Burke & Krey (2005) reported that

in the 1700s teachers had nearly unlimited power in determining criteria to measure the effectiveness of instruction. Furthermore, teachers had the power even to hire and dismiss other teachers who were considered to be ineffective based on the criteria that was predetermined. Since teacher committees determined individual criteria to measure teacher effectiveness, both the quality and type of feedback varied at all levels.

Blumberg (1985) reported that by the mid-1800s, local governments and church officials saw a need to change the system used to determine teacher effectiveness. They realized that in order to effectively foster growth and expertise, the view of teaching and teacher quality required complex feedback. Determining levels of teacher and teaching quality led to the examination of skills teachers had to have to be effective.

Additionally, Blumberg (1985) indicated that upon close examination of the complexity of teaching, both the local government and clergy determined that teaching was such a complex process that they did not have the necessary skills to evaluate effectively the quality of teaching nor assess the effectiveness of teachers within classrooms. Tracy (1995), reported that a critical component within the field of education was missing. The missing component was the need for the supervisors to have subject area knowledge and to understand the instructional models to evaluate teachers. This examination resulted in a shift to focus on the development of teachers as instructional experts within classrooms.

During the latter part of the 19<sup>th</sup> century and the early part of the 20<sup>th</sup> century, John Dewey took the national stage by expressing his views on teacher-training in the United States and beyond. He examined the pedagogical approach used to impact learning – combining the nature of one's interest and the capacity to learn. This was the birth of what is referred to as student-centered education. Dewey's work focused on the nature of a

student's interest and ability to learn, the nature of diverse subject matters, and the importance of democratic values in the social context of the school (McDermott, 1981).

This era saw a need for order in the classroom that would encourage learners to apply themselves actively during the learning process. Additionally, the importance of the need for teachers to be subject-matter expert was stressed. The emphasis on continuing education was important in the 19th century and professional training institutes were expected to help teachers improve instructional practices. Despite the efforts to improve teacher performance, many teachers did not always possess the knowledge and skills needed to effectively educate students. The shift in mind set was clearly a challenge since before this time the teacher supervisory practices consisted of a cursory check of basic levels of competence.

The late 20th century witnessed a shift from supervision of teachers to the evaluation of teacher quality. This shift included an increased focus on student achievement results. Tucker and Stronge (2005) emphasized the need to add student achievement as a criterion in teacher evaluation systems. Specifically, they wanted to include student learning gains as well as instructional practices used within classrooms to determine teacher effectiveness. These authors examined teacher evaluation systems within several different districts that used data on instructional practices and student learning gains. The study revealed results supportive of their position regarding the positive impact that instructional practices could have on student learning. Additionally, the study supported the push to create a teacher evaluation system that consisted of a component which accounts for student learning.

In 2008, teacher evaluation policies underwent major changes. These changes were the result of Race to the Top federal funds that were given to school districts to help reform

how teachers and leaders were evaluated. Minnici (2014) reported that one of the critical components for teacher evaluation systems was the need to define and agree on what good instructional practices look like in operation. Beyond the need to define and agree on what is consider good teaching, it is essential to develop a common language to support better understanding and implementation of the framework by both teachers and administrators using it. Clearly articulating what effective instructional practices are and what they look like in operation would allow administrators to assess more accurately those practices and help them provide clearer developmental feedback to teachers.

Pathe & Choe (2013) published a brief overview of controversies of teacher evaluation systems that surfaced within the educational arena. Below is a snapshot of the key controversies which surfaced around teacher evaluation systems:

**2009.** President Barack Obama signed into law the American Recovery and Reinvestment Act. This Act was designed to help states improve their education system by setting aside roughly \$4.35 billion dollars to support school districts as they attempted reform. The Race to the Top grant was enacted to allow states to distribute funds to local school districts. The main requirement was for states to use the funds to reform teacher evaluation systems, and this initiative had a significant impact on teacher evaluations systems. It sparked debate over whether or not tenure laws, teacher evaluation systems, and professional development practices supported the effort to provide students a high quality education (Pritchett et al, 2010).

**2009.** Chancellor Michelle Rhee of the District of Columbia Public Schools made an unprecedented move to launch the value added model to the teacher evaluation process. The value added component was based on student achievement scores and



represented 40% of a teacher's overall evaluation. This resulted in "highly effective" teachers being eligible for bonuses while "ineffective" teachers being subject to dismissal. As one could imagine, this change resulted in negative comments from educational stakeholders (Pathe & Choe, 2013). Despite the negative press, districts throughout the nation took necessary actions to comply with the Race to the Top initiative.

- 2010.** Several media outlets published individual teacher evaluation scores by name in newspapers. This was done despite resistance from teachers' unions. Ultimately, this resulted in a teacher from Los Angeles committing suicide after 14 years of service within the profession. As one would imagine, the family members of this teacher blamed his death on the publication of his teacher evaluation ratings (Pathe & Choe, 2013).
- 2012.** Teachers in the Chicago Teacher Union went on a seven-day strike. The decision to strike was the teachers' way of expressing their disapproval of the newly imposed teacher evaluation requirements (Pathe & Choe, 2013).
- 2013.** The Bill and Melinda Gates Foundation provided seven school districts throughout the nation with the opportunity to grow and develop teachers via a Measurement of Effectiveness Teaching (MET) project. This was a three-year grant designed to determine how to identify and promote effective teaching. Additionally, this project was designed to combine three types of measures: classroom observations, student surveys, and student achievement gains (Bill & Melinda Gated Foundation, 2011).

**2013.** Teacher unions in the State of Florida argued that the new education reform law was unconstitutional. This all came to light as the teacher's union, with members throughout the state of Florida, brought their case before a circuit court in Tallahassee. The union argued that the new law, which took effect during the 2013-2014 school year, unilaterally imposed new salary restrictions and violated the right for collective bargaining. Additionally, the teachers were upset over the new merit-pay system, which was designed to compensate teachers based on how well their students performed on state assessments. Student performance would account for at least 40% of a teacher's overall evaluation (Pathe & Choe, 2013).

**2013.** Despite the time given to approve the new evaluation measures, teacher unions in several states were unable to reach a compromise over changes to evaluation methods. New York and Chicago were among the states unable to reach a compromise (Pathe & Choe, 2013).

The push to reform teacher evaluation systems resulted in both negative and positive comments from teachers, district leaders and school based administrators. It appears that the driving force behind this reform was directly related to the need to establish rigorous content standards, prepare teachers to teach to the standards, and to align instructional materials and curriculum to state assessments. Additionally, this reform was designed to hold school districts and teachers accountable for student achievement.

### **Florida Department of Education Teacher Evaluation System**

The Student Success Act (SB736), FL Stat § 1012.34 (2015), determined how teacher evaluations within the state of Florida were designed. Some of the goals were

- To support effective instruction and student learning growth
- To support schools and districts as they develop district and school-level improvement plans
- To identify professional development and other human capital decisions for instructional personnel and school administrators.

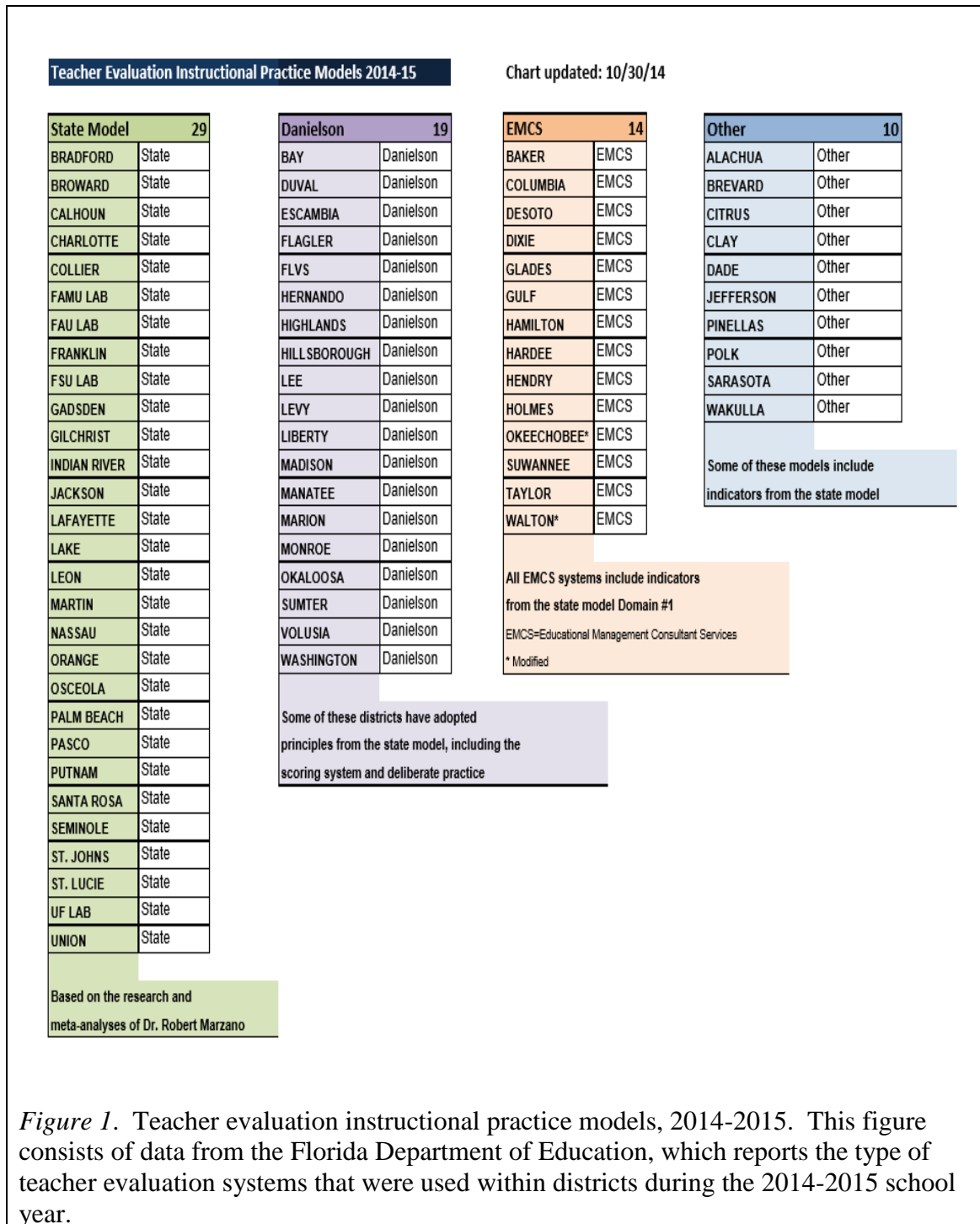
The Florida Department of Education (FDOE) provided school districts throughout the state with sample models and forms that could be utilized in the evaluation system for instructional personnel and school administrators. The FDOE must review and approve each school district's instructional personnel and school administrator evaluation systems before their implementation. In order to comply with this state mandate, the FDOE plays a critical role in assisting each district in monitoring the fidelity of implementation of the system adopted. Per FL Stat § 1012.34 (2015), districts within the state of Florida must select one of the following evaluation models:

- Marzano Framework
- Danielson's Framework
- Copeland model
- Hybrid systems using combinations of Marzano, Danielson, and other recognized researchers

During the 2014-2015 school year, the Florida Department of Education reported which evaluation systems were chosen by the 72 districts within the state (also Figure 1):

- 29 (40%) districts used the Marzano model
- 19 (26%) districts used the Danielson model

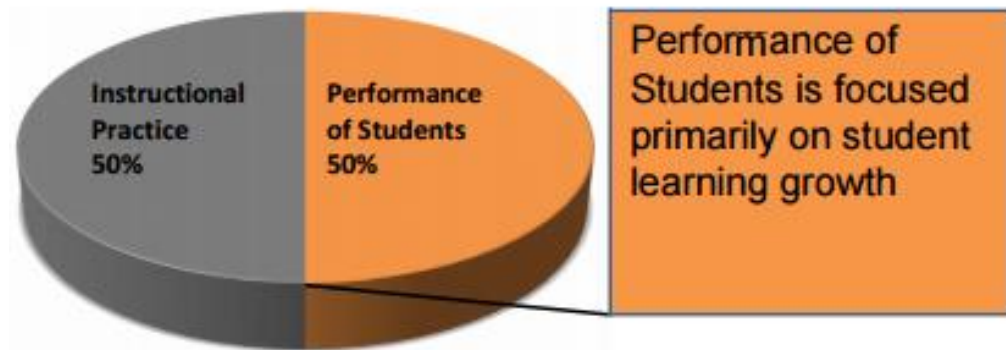
- 10 (14%) districts used a blended model with contained several pieces from the Marzano (hybrid model)
- 14 (19%) districts used only Domain 1 of the Marzano (hybrid model)



Based on the data from the FDOE (Figure 1), it appears that all districts within the state made the necessary adjustments to comply with the mandates outlined in the Race to the Top initiative. Additionally, it appeared that the process implemented by the FDOE to support districts was working. However, despite the need to overhaul the evaluation systems for teachers within the state of Florida, the opposition to the changes on the local level proved to be significant and difficult to address.

### **Evaluation Components**

According to the Florida Education Association (FEA) prior to the start of the 2015-2016 academic school year, all districts within Florida were required to have an evaluation system composed of two primary components: student growth (performance) and instructional practices (Figure 2).



*Figure 2.* Teacher evaluation model. This is a visual representation of the Teacher Evaluation Model used by school districts within the state of Florida. Image courtesy of the Florida Department of Education website.

The student growth portion is based on the achievement of students on statewide annual assessments (Florida Standards Assessment formerly Florida Comprehensive Assessment). In late July, the FDOE provides districts with annual student growth data

and teacher Value-Added (VAM) scores. When determining VAM scores for teachers, several things must be taken into account specific to the teacher's role within schools.

For classroom teachers with *students who take the annual* Florida Standards Assessment (FSA), the FDOE uses a standardized formula to calculate a teachers VAM score base.

For classroom teachers with *students who do not take the FSA*, individual school districts must determine the student assessment that will be used for each grade and subject. Upon determining the type of assessments for this group of teachers, the school district must determine the method that will be used to calculate student growth. This method must be approved by the FDOE and must consist of a determined percentage of the student's performance on the annual statewide assessment.

For *non-classroom teachers*, such as guidance counselors, a percentage of the evaluation must be based on the school wide results on the annual statewide assessment. However, the instructional practice component of the evaluation must be based primarily on observations conducted by school leaders.

On the other hand, the instructional practices aspect of the evaluation system must directly relate to observable behaviors that are displayed by the teacher within the classroom. According to the FDOE there are several key components of the instructional practice framework that must be in place. It must use a common language that reflects the complexity of teaching. The assessment must tie directly to student achievement. It must include a consideration of deliberate practice. There must be transparency. There must be mutual accountability for all persons involved. And finally, it must include a component for professional learning and growth.

The usage of effective instructional practices is essential to achieve positive student achievement outcomes. It is important to know that all components of effective instruction must be closely evaluated to determine the effectiveness of the practice. In addition, school leaders must be charged with the critical task of observing instructional practices and providing feedback to support the development of teachers.

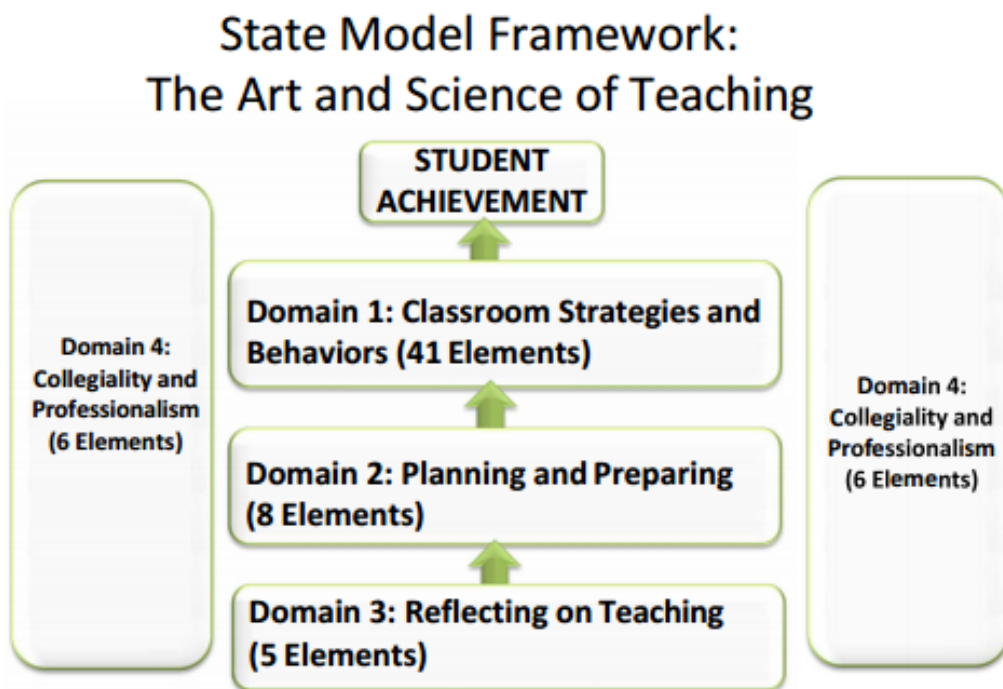
Finally, according to the Florida Department of Education, each district is provided with a general timeline to ensure that appropriate actions are taken to comply with the state statute. Actions must be specific to the evaluation of instructional personnel and school administrators. To further support district, the FDOE included a list of critical tasks for districts that must be completed in order to have their evaluation systems approved. Based on guidelines from the Student Access Act (2015), I have provided below a list of tasks that districts must do specific to the development and implementation of individual teacher evaluation systems:

- Work with local unions to gather feedback from members
- Report annually statewide assessment data to students and parents
- Work with bargaining teams to negotiate issues related to the impact of teacher evaluation processes and implementation
- Publish school and district grades associated with the annual statewide assessment
- Work with the FDOE to finalize student growth data and communicate VAM scores to teachers

#### **The Marzano Evaluation Model:**

Dr. Robert Marzano (2012) developed his evaluation model from a collection of teacher evaluation research and related theories that correlated to increased academic

achievement results. This instructional model was adopted by the Florida Department of Education (FDOE) as one of the models that districts could use to evaluate instructional personnel. Based on Florida's involvement with the federal Race to the Top initiative, the governor approved the Marzano evaluation model as the statewide primary instructional model. Despite this approval, school districts within the state was given the opportunity to seek approval to use a different evaluation model. This move gave birth to efforts to overhaul the teacher evaluation process within the Florida.



*Figure 3.* State Model Framework: The art and science of teaching. This is a visual representation of the components which make up the State Model Framework. This figure was pulled from the Florida Department of Education website.

The Marzano model is based on works from the following resources: What Works in Schools (Marzano, 2003); Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001); Classroom Management that Works (Marzano, Pickering, & Marzano, 2003); Classroom Assessment and Grading that Work (Marzano, 2006); The Art and



Science of Teaching (Marzano, 2007); and Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, & Livingston, 2011). The Marzano Teacher Evaluation model was deliberately developed as a model to improve teacher instructional practices. It consists of sixty elements which were designed to improve instructional practices of classroom teachers. Within this model, the elements are divided into four domains. Marzano, Frontier, & Livingston (2011) reported that there are forty-one elements in Domain 1, eight in Domain 2, five in Domain 3, and six in Domain 4.

- Domain 1 focuses on classroom strategies and behaviors that impact student achievement. The model clearly emphasizes what occurs in the classroom, which differentiates it from some other teacher evaluation models.
- Domain 2 focuses on planning and preparing, both of which are assumed to be directly linked to classroom strategies and behaviors. It assumes careful planning and preparation gives a teacher enough time to incorporate effective classroom strategies and behaviors.
- Domain 3 focuses on teacher self-reflection, a vital metacognitive step in teacher development.
- Domain 4 focuses on teacher collegiality and professional behavior. These behaviors are only indirectly linked to classroom strategies and behaviors; however, they make up the foundational expertise essential for the preceding three domains to flourish.

Currently, the Marzano Teacher Evaluation model is being used in several states, districts, and schools across the country. Since the implementation of the federal Race to the Top initiative, 3 states have formally adopted the Marzano model: New York, New

Jersey, and Florida. Beyond the usage of this model within the above states, other districts have adopted this model as the basis for providing feedback to teachers and identifying professional development needs (Marzano, 2012).

### **The Danielson's Evaluation Model:**

Charlotte Danielson published her model on supervision and evaluation in 1966. This framework focuses on measuring the competence of preservice teachers. The Danielson model is comprised of four domains: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Each domain highlights specific skills needed to demonstrate competence within the classroom. This model was developed to accomplish three things: 1) to recognize the complexity of teaching 2) to encourage the use of a common language for professional conversation, and 3) to provide a structure for self-assessment and reflection on one's professional practice. Danielson considers her model to be a comprehensive framework based on research and has the flexibility to be used across all levels and disciplines. Additionally, this model includes all phases of teaching – from planning to the reporting of achievement (Danielson, 1996). The Danielson's model is comprised of 76 elements of quality teaching which are broken into four levels of performance - unsatisfactory, basic, proficient, and distinguished. Lastly, a significant feature of this model is that evaluation procedures were designed to be differentiated to meet the needs of different groups of teachers.

Accordingly, Danielson's model provides three tracks to support teachers. Track I was designed to allow school leaders to spend more time mentoring beginning teachers in order to help them both develop and grow as professional educators. This track also was designed to ensure that school administrators make accurate summative decisions

Track II was designed to provide less time to experienced teachers who already have established a track record of successful teaching. This track aims to foster professional growth opportunities. Its purpose is to provide continued skill development through activities, such as participating in professional learning communities, doing action research, developing curriculum, coaching peers, maintaining professional portfolios, and working in study groups (Danielson & McGreal, 2000).

Track III (the final track) is the final one. It was designed to focus on the needs of marginal teachers. It does this by providing more intensive assistance and clear standards for professional improvement practices to take place (Danielson & McGreal, 2000).

Overall, the Danielson teacher evaluation model was significantly improved over prior methods of evaluating teachers. This model recognizes the many different components which are characteristic of good teaching. Furthermore, it requires administrators to collect evidence of effective teaching practices in a number of different domains, including planning, parent communication, and professional development activities. This goes well beyond the behaviors that can be seen during a classroom observation of instruction. Finally, the Danielson model emphasizes formative purposes of evaluation designed to provide constructive feedback and support further teacher skill development.

### **Conclusion**

The level of accountability that is seen in today's teacher evaluation models has drastically changed. I believe the role of a classroom teacher is to have the greatest impact possible on student learning and achievement. Regardless of the socio-economic background or special learning needs of students, effective teaching has the power to

transform all students and positively impact their achievement. I came to this belief in large part based on the influence of several professional educators with whom I have worked over the years.

The district in my study implemented initiatives to allow teachers to develop and strengthen their instructional practices within their schools and classrooms. However, it is the teachers' responsibility to take the actions needed to improve their own practice. This responsibility can be a joint effort if school based administrators provide ongoing feedback to teachers specific to instructional practices and professional development. As stated in Florida's Student Success Act (SB 736), identifying a comprehensive, rigorous process for assessing, supporting, and evaluating teachers is a critical step toward enhancing the educational progress of students. With the proper evaluation model of support and feedback, teachers will be able to make ongoing improvements and continue to ensure that all students have daily access to a great more productive educational experience and significantly higher academic achievement.

## **SECTION FIVE: DATA ANALYSIS & INTERPRETATION**

As stated earlier, the goal of my CLP is to improve the overall quality and implementation of the Marzano Instructional Framework for teachers within the district in order to improve student achievement. A key objective is to determine more effective ways to support teachers and school based administrators tasked with using the Marzano Instructional Framework. To address this goal and objective, I investigated the perceptions of teachers and district level administrators about the implementation of the new teacher evaluation system (Marzano Instructional Framework) used during the 2015-2016 academic school year. As I stated earlier, the classroom teacher is the single most important factor for influencing student success. By implementing a robust and meaningful teacher evaluation system, the Claitt County school district aimed to improve teacher quality and thus increase student achievement. My research was guided by the following questions:

1. What are the perceptions of teachers and district level administrators within the district regarding the overall quality of the teacher evaluation process?
2. What do teachers and district level administrators report as not working well regarding the implementation and usage of the Marzano Instructional Framework?
3. What do teachers and district level administrators report as major obstacles associated with the implementation and usage of the Marzano Instructional Framework?

The participants in my study consisted of 72 middle school teachers who worked in one of the five priority middle schools during the 2015-2016 school year.

Additionally, 3 district level administrators participated in this study. I asked teachers to complete an online survey via Survey Monkey. Also, I asked the district level administrators to take part in a face to face interview to respond to questions regarding the implementation of the Marzano Instructional Framework.

### Surveys

I asked the teachers who participated in this study to respond to questions about the district's implementation and usage of the new evaluation system. The Likert scale used for this study ranged from 1 to 5 with 1 indicating the lowest/least favorable response and 5 indicating the highest/most favorable response. Information regarding the survey questions are located in Appendix G.

Of the 244 teachers targeted to take part in this voluntary study, 72 teachers responded to the online survey. Additionally, of the 7 district level administrators targeted, 3 volunteered to take part in face-to-face interviews. Table 2 shows the breakdown of participants, including the number of potential participants, the actual number of participants, and the percentage of total responses.

Table 2

#### *Participants*

Participant subgroup	Number of potential participants	Number of participants	Percentage of responses
Teachers	244	72	30%
District level administrators	7	3	43%

Table 3 reveals the data from question #1 on the teacher survey, based on the data the teachers' years of experience ranged from 1 year to 11 or more. Teachers within 2-5 years were the largest group of respondents with 36% for each. This was followed by teachers with 11 or more years of service (29%). This is data provide insight specific to

the teacher's years of experience within the district and it helps to determine if teachers have any experience with the teacher evaluation system.

Table 3

*Respondents' total years teaching within the district*

Years	Frequency	Percent
1	9	13%
2-5	26	36%
6-10	16	22%
11+	21	29%
Total	72	100%

Table 4 reports data from question #2 on the teacher survey. It reveals the number of years that teachers within the district were evaluated using the Marzano Instructional Framework. More than half of the respondents reported being evaluated based on the Marzano Instructional Framework for 2 or more years (78%). This data is significant as it helps to determine the level of experience teachers have with using the Marzano Instructional Framework.

Table 4

*Respondents' total years evaluated using Marzano Instructional Framework*

Years	Frequency	Percent
None	1	1%
1	15	21%
2+	56	78%
Total	72	100%

The data from question #3 revealed in Table 5 indicated that most of the participants within this study were evaluated using the Marzano Instructional Framework during either the 2015-2016 or 2016-2017 school year. On the other hand, a very small percent of teachers was evaluated using this framework during and beyond the 2014-2015 school year (1%). When reflecting on the district's implementation of the Marzano Instructional Framework, the data from this question appears to be reflective of the

district's expectation for school leaders during the district wide implementation timeline. This expectation mandated that school leaders use the Marzano Instructional Framework to evaluate instructional staff (teachers).

Table 5

<i>Respondents' most recent evaluation using the Marzano Instructional Framework</i>			
School year	Frequency	Percent	
2016-2017	35	49%	
2015-2016	35	49%	
2014-2015	0	0%	
Prior 2014-2015	1	1%	
New to the district (none)	1	1%	

### **Overall Rating of the Quality of the Marzano Instructional Framework**

In this section of the survey, I asked teachers to rate the overall quality of the evaluation system used throughout the district. I used a Likert scale to collect data for this question. A rating of 1 on the scale indicated that the process used to evaluate teachers was very poor quality. On the other hand, a rating of 5 indicated that the process used to evaluate teachers was of high quality. Table 6 reveals that of the 74 teachers participating this study, 68 teachers responded to question 4a. The data from question 4a revealed that 27.94% (19 teachers) rated the quality of the evaluation system poor to very poor quality while 52.06% (49 teachers) rated the quality of the evaluation system to be of average to high quality. The largest number of respondents, 32 teachers (47.06%), reported that the evaluation process used was of average quality. As indicated above, the majority of participants indicated that the teacher evaluation process was of average or above average quality. The above data is significant as it provides information specific to the teacher's perspective of the quality of the Marzano Instructional Framework.



Additional it provided insight specific to the teacher's willingness to buy-in to the instructional framework.

Table 6

*Overall quality of the teacher evaluation process*

Quality	Frequency	Percent
Very poor (1)	5	7.35%
Below average (2)	14	20.59%
Average (3)	32	47.06%
Above average (4)	15	22.06%
Very high (5)	2	2.94%
Total	68	92%

Question 4b, we the final questions within this section of the survey. This question required teachers to rate the overall impact of the teacher evaluation system on their instructional practices. A rating of 1 indicated that the teacher evaluation system had no impact on a teacher's instructional practice. A rating of 5 indicated that the teacher evaluation system had a strong impact on the teacher's instructional practices. Table 7 reveals that of the 74 teachers participating in this study, 64 teachers responded to question 4b. As reported on Table 7, 64.70% (44 teachers) indicated that the evaluation system had an average to strong impact on a teacher's instructional practice and 35.30% (24 teachers) reported that the evaluation system had little to no impact on their instructional practices. This data is significant as it provides the district with information specific to the teacher's perception of the impact of the Marzano Instructional Framework on their professional practices. Given the research associated with the Marzano Instructional Framework, I was surprised to see the number of teachers that indicated that this framework had little to no impact on their instructional practices. In my mind that speaks to either a lack of buy-in, training or lack of reflective practices.

Table 7

<i>Teachers' perceptions of the overall impact of the evaluation on instructional practice</i>		
Impact	Frequency	Percent
None (1)	9	13.24%
Below average (2)	15	22.06%
Average (3)	23	33.82%
Above average (4)	15	22.06%
Strong (5)	6	8.82%
Total	64	94%

Section 3 of the survey required the participants to rate the overall impact of the teacher evaluation system. Question 5a asked about the communication of the standards and question 5b focused on the clarity of the standards found within the evaluation system. Question 5a (Table 8) reveals that of the 74 teachers participating in this study, 66 teachers responded. As reported in Table 8, the average score of the teachers ranged from 3.39 to 3.48. The lowest average score was associated with the teacher's level of understanding of the standards within the evaluation system. This significant as is provided information that can be used to help improve the quality of the professional development sessions designed to educate teachers about the Marzano Instruction Framework. As indication in chapter 4 of this study, it is imperative that teachers understand the standards associated with this framework to truly improve instructional practices.

Table 8

<i>Attributes of the standards used within the teacher evaluation system</i>		
5a. Attribute of the teacher evaluation system (question number)	N	Weighted Average
Standard communicated effectively (6)	66	3.48
Standard clear (7)	66	3.39

Question 5b focused on the clarity of the standards found within the evaluation system. The data reported in Table 9 reveals that of the 74 teachers participating in this study, 65 teachers responded. The average scores of teachers regarding their perceptions of

the sources of information that should be used in the evaluation process. Based on the data from question 5b, the teachers reported that the following components should be included in the teacher evaluation process (these are listed in order by the average weight): classroom observations had an average weight of 4.11, meetings with the evaluator had a weight of 3.58, self-evaluation had a weight of 3.17, student performance data had a weight of 3.15, student evaluation has a weight of 2.46, examination of teacher and student artifacts (lesson plans, materials, etc.) had a weight 2.43 and finally peer evaluations had a weight of 1.66. As notes above the average scores ranged from 1.66 to 4.11 with classroom observation rated the highest and peer evaluations rated the lowest. This data provided feedback to help the district determine components which teacher feel should be part of the evaluation process. For the most part the top four components are commonly used during the evaluation process (classroom observations, meetings with the evaluator, self-evaluation and student performance data). On a personal note, it was somewhat alarming to see that most teachers did not rate the usage of artifacts (lesson plans, student work, etc.) high.

Table 9

*Teacher perceptions of aspects of performance considered as part of the teacher evaluation system*

5b. Attribute of the teacher evaluation system	N	Weighted average
Classroom Observation used as part of the evaluation	65	4.11
Meeting with evaluators used as part of the evaluation	65	3.58
Examination of teacher and student artifacts used as part of the evaluation	65	2.43
Examination of student performance used as part of the evaluation	65	3.15
Students evaluations used as part of the evaluation	65	2.46
Peer evaluations used as part of the evaluation	64	1.66
Self-evaluation used as part of the evaluation	66	3.17

Beyond collecting data regarding the overall attributes of the teacher evaluation system, I also collected data in Section 3 regarding the attributes of feedback provided. Question 5c (Table 10) reveals that of the 74 teachers participating in this study, 65 teachers responded. As indicated in Table 10, the average score for teachers ranged from 2.83 to 3.44 with the highest score for feedback focused on the standards and the lowest average score being for the frequency of formal feedback and the depth of information provided. Specifically, the information collected in this section feedback focused on standards had a weight of 3.44, amount of information given had a weight of 3.33, timing of the feedback 3.30, frequency of informal feedback 3.09, nature of information provided 3.05, specificity of information provided 2.92, quality of the ideas and suggestions 2.85 and both frequency of formal feedback and depth of information provided has an average weight of 2.83. This data is significant as it can be used to help improve the quality of training sessions provided to evaluators as one of the critical components of the Marzano Instructional Framework emphasizes the importance of provide specific and timing feedback to teachers. Despite some of low rating in several areas, it was refreshing to see that the data revealed that feedback is standards based.

Table 10

*Attributes of the feedback received during the evaluation teacher system*

5c. Attribute of the teacher evaluation system (question number)	N	Weighted average
Amount of information (10)	65	3.33
Frequency of formal feedback (11)	65	2.83
Frequency of informal feedback (12)	65	3.09
Depth of information provided (13)	65	2.83
Quality of the ideas and suggestions (14)	65	2.85
Specificity of information provided (15)	65	2.92
Nature of information provided (16)	65	3.05
Timing of feedback (17)	65	3.30
Feedback focused on standards (18)	65	3.44

Question 5d asked teachers to identify the number of formal observations conducted per year within their classroom. It is important to note that formal observations within the district were pre-scheduled and these observations included both a pre-observation and a post observation conference. Again, I asked participants to indicate the number of formal observations conducted within the 2015-2016 school year. As seen in Table 11 (question 5d), 44.78% (30 teachers) indicated that they received 1 formal observation per year, 31.34% (21 teachers) reported that they received 2 formal observations per year. On the other hand, 13 teachers (19.41%) indicated that they received 3 or more formal observations per year. Based on my experience as a school based administrator, it is safe to say that teachers with 3 or more formal observations were either new to the profession or in need of additional support. This data revealed that there are inconsistent practices used within the district as teachers were to have a minimum of 2 formal observations within a school year.

Table 11

<i>Number of formal observations conducted</i>		
5d. Number of observations	Frequency	Percent
0	3	4.48%
1	30	44.78%
2	21	31.34%
3	7	10.45%
4	4	5.97%
5	2	2.99%

The next section of the survey focused on professional development offered specific to the usage of the teacher evaluation system (Marzano Instructional Framework). Question 6a (Table 5.11) reports data on the number of days' teachers took part in professional development on the usage of the teacher evaluation system. As shown 65.63% (41 teachers) attended 3 or more days of training while 34.38% (22

teachers) attended less than 3 days of training. As indicated in chapter 4 of this study, the participation in professional development opportunities is critical as it delivers benefits to the individual teachers and the school. Additionally, it is imperative that teachers maintain and enhance their knowledge and skills to ensure the success of their students. .

Table 12

*Number of days of professional development using the teacher evaluation system*

6a. Number of days	Frequency	Percent
1 day	8	12.50%
2 to 3 days	14	21.88%
3 to 5 days	15	23.44%
5 or more days	27	42.19%

Question 6b (Table 13) revealed information specific to the time devoted to professional development opportunities aligned to components within the teacher evaluation system. Based on the feedback from the teachers 77% of the teachers (36) reported that a sufficient amount of time was devoted to professional development opportunities. On the other hand 23% of teachers (11) reported that the amount of time devoted to professional development opportunities were less than sufficient. This data is significant as it can be used to help the district determine future training needs. As professional development is the strategy used to ensure that educators continue to strengthen their practice throughout their career.

Table 13

*Time devoted during the school year for professional development opportunities aligned to components of within the teacher evaluation system*

6b.	Frequency	Percent
None (1)	2	4.26%
Below Average Deal (2)	9	19.15%
Average Deal (3)	14	29.79%
Above Average Deal (4)	10	21.28%
Great Deal (5)	12	25.53%

Question 6c (Table 14) revealed information regarding the availability of and access to high quality professional development and models of effective instructional practices. Of the 47 participants that provided feedback to this question 70% (33) teachers indicated that the district provided access to high quality professional development and models of effective practices. On the other hand 30% (14) teachers reported that the district did not provide access to high quality professional development nor did the district provide models of effective instructional practices. Upon review of this data, I was surprised to see that the majority of the teachers rated this question high as one of the most common complaints is associated with the ongoing need to provide teachers with models of effective instructional practices. So, I wonder if this outcome of this data would be different if this question was split into two separate questions. Despite my wonder, this significance of this data would be used to help the district create high quality professional development opportunities for teachers and to help the district identify and provide models of effective instructional practices.

Table 14

*Availability of and access to high quality professional development and models of effective instructional practices*

6c.	Frequency	Percent
None (1)	3	6.38%
Below Average Deal (2)	11	23.40%
Average Deal (3)	8	17.02%
Above Average Deal (4)	14	29.79%
Great Deal (5)	11	23.40%

When reflecting on the data specific to the attributes of the professional development provided, it is important to know that 12 participants did not respond to the questions associated with Tables 15 – 18. Table 15 contains three statements

which focuses on the attribute of “fairness” of the professional development provided. For statement 7a, 26.67% (16) of teachers reported that the teacher evaluation system is a fair and efficient way to demonstrate their effectiveness as professional educators. On the other hand 73.33% (44 teachers) reported that the evaluation system is not a fair and efficient ways to demonstrate their effectiveness a professional educators. While statement 7b, revealed that 31.67% (19) of teachers gave them a more prominent role in the evaluation process and 68.33% (41) teachers reported that the evaluation process did not provide them with a prominent role. Lastly, statement 7c, indicated that 58.33% (35) of teachers indicated that the teacher evaluation system promoted two-way communication between teachers and school based administrators. While 41.67% (25) of teachers reported that is teacher evaluation systems did not promote a two-way communication between teachers and school based administrators. The above data is significant to this study as it helps to determine the root of why employees leave an organization or become disgruntled. Employees’ perception of fairness within the organization is critical. This critical aspect will determine if an employee will be driven to go above and beyond the call of duty to contribute to the success of the organization or even the objectives of his or her own job. Therefore, it is vital for organizations to ensure that their practices and policies are rooted in principles of fairness. Based on the data from statements 7a and 7b, the district within my study must take action to change the teacher’s perceptions of fairness associated with the Marzano evaluation system.



Table 15

*Attributes of the professional development provided “fairness”*

Attributes	Yes		No		N	Weighted average
	%	#	%	#		
7a. The teacher evaluation system is a fair and efficient way for me to demonstrate my effectiveness as a professional educator.	26.67	16	73.33	44	60	1.73
7b. The teacher evaluation system gives me a more prominent role in the evaluation process	31.67	19	68.33	41	60	1.68
7c. The teacher evaluation system promotes two-way communication between me and my school based administrators.	58.33	35	41.67	25	60	1.42

The statements in Table 16 focused on the attribute of “usefulness” of the professional development provided. As shown in Table 16, most the teachers responded positively to each of the questions associated with the usefulness of the professional development provided. Statement 8a, 58.33% (35 teachers) reported that the evaluation system promotes high quality instructional practices. While 41.67% (25 teachers) reported that the evaluation system did not promote high quality instructional practices. Statement 8b, 73.33% (44 teachers) reported that the evaluation system encouraged self-reflection regarding professional practices. On the hand 26.67% (16 teachers) reported that the evaluation system did not encourage self-reflection regarding professional practices. Statement 8c, 66.67% (40 teachers) indicated that the evaluation system encourages teachers to change instructional practices and 33.33% (20 teachers) reported that the evaluation system did not encourage a change of instructional practices. Final, statement 8d revealed the 58.33% (35 teachers)

indicated that the evaluation system assists teachers in the identification of strength and weakness. While 41.67% (25 teachers) indicated that the evaluation system did not help teachers identify their areas of strength and weakness. It is my belief that the data from statements 8a and 8d speaks to the need for the teachers to engage in additional professional development opportunities regarding the evaluation system as there appears to be a need to build confidence and credibility. By providing professional development training opportunities you allow your staff to build confidence in the work they do and you help them to build credibility as they continue to gain the knowledge needed to improve their overall performance.

Table 16

*Attributes of the professional development provided “usefulness”*

Attributes	Yes		No		N	Weighted average
	%	#	%	#		
8a. The teacher evaluation system promotes high quality instructional practices.	58.33	35	41.67	25	60	1.42
8b. The teacher evaluation system encourages self-reflection on my practices.	73.33	44	26.67	16	60	1.27
8c. The evaluation system encourages me to change instructional practices	66.67	40	33.33	20	60	1.33
8d. The teacher evaluation system assists me in identifying areas of strength and weakness.	58.33	35	41.67	25	60	1.42

The statements in Table 17 focused on the attribute of “feasibility” of the professional development provided. As shown in Table 17, for statement 9a, 58.33% (35 teachers) reported that the time required to review evaluations outcome measures

was reasonable and 41.67% (25 teachers) indicated that time required to review evaluation outcomes were not reasonable. For statement 9b, 51.67% (31 teachers) indicated that the professional development on the use of the teacher evaluation system was sufficient and 48.33% (29 teachers) indicated that the professional development was not sufficient. For statement 9c, 41.67% (25 teachers) indicated that the evaluators had the necessary training, knowledge and skills to conduct evaluations using the Marzano Instructional Framework and 58.33% (35 teachers) indicated that evaluators did not have the necessary training, knowledge and skills to conduct evaluation. For statement 9d, 52.54% (31 teachers) indicated that the policies specific to the purpose and usage of the evaluation system were clearly communicated to all teachers and 48.33% (29 teachers) reported that purpose and usage of the evaluation system was not clearly communicated. Statement 9e, 48.33% (29 teachers) indicated that the resources needed to implement the evaluation system were sufficient and 51.67% (31 teachers) indicated that the resource to implement the evaluation system was not sufficient. The data obtain specific to the feasibility of the district's implement and usage of the Marzano Instructional Framework is alarming as the majority teachers did not believe that resources were in place to ensure successful implementation and usage of this Marzano teacher evaluation system. Realizing that this survey was conducted during the early phase of the district's implementation of the evaluation system it would be interesting to see the responses to the statements in Table 17 after the third year of implementation.

Table 17

*Attributes of the professional development provided “feasibility”*

Attributes	Yes		No		N	Weighted average
	%	#	%	#		
9a. The time required to review evaluation outcome measures was reasonable.	58.33	35	41.67	25	60	1.42
9b. The professional development provided on the use of the teacher evaluation system was sufficient.	51.67	31	48.33	29	60	1.48
9c. The evaluators have necessary training, knowledge and skills to conduct evaluations using the Marzano Instructional Framework.	41.67	25	58.33	35	60	1.42
9d. The policies specific to the purpose and usage of the teacher evaluation system were clearly communicated to all teachers.	52.54	31	48.33	29	60	1.48
9e. The resources needed to implement the evaluation system were sufficient.	48.33	29	51.67	31	60	1.48

The responses to statements in Table 18 focus on the attribute of “accuracy” of the professional development provided. As shown in Table 18, the majority of the teachers responded negatively to each of the statements. For statement 10a, 71.67% (43 teachers) reporting that the Marzano Framework did not provide an accurate representation of their instructional practices and 28.33% of teachers reported that this framework did provide an accurate representation of instructional practices. For statement 10b, 61.67% (37 teachers) reported that the evaluation system does not provide evidence of their effectiveness as professional educators and 38.33% (23 teachers) of indicated that it did. For statement 10c, 65% (39 teachers) reported that the teacher

evaluation system does not provide a comprehensive picture of their performance as professional educators and 35% (21 teachers) indicated that it did. Finally, statement 10d, revealed that 73.33% (44 teachers) reported that the evaluation system did not include a significant number of data points to provide a comprehensive view of their overall performance and 26.67% (16 teachers) indicated that the evaluation system did include a significant number of data points to provide teachers with a comprehensive view of their overall performance.

Table 18

<i>Attributes of the professional development provided “accuracy”</i>						
Attributes	Yes		No		N	Weighted average
	%	#	%	#		
10a. The Marzano Framework provides an accurate representation of instructional practices.	28.33	17	71.67	43	60	1.72
10b. The evaluation system is a way to provide evidence of my effectiveness as a professional educator.	38.33	23	61.67	37	60	1.62
10c. The evaluation system provides a comprehensive picture of my performance as a professional educator.	35.00	21	65.00	39	60	1.65
10d. The evaluation system includes a significant number of data points and inputs to provide a comprehensive view of my overall performance.	26.67	16	73.33	44	60	1.73

Based on my review of the above data, it is my belief that additional time is needed for teachers to truly understand the benefits associated with the Marzano Instructional Framework. Additionally, while reflecting on the above data, one of the limitations associated with my study stood out. This limitation is associated with the

time that the survey was given to the teachers. In most cases, the survey was administered prior to the completion of evaluations and observations of instructional practices. So truly, the teachers would not have had the data needed to determine the accuracy of information associated with the Marzano Instructional Framework nor the professional development offered.

### **Open-Ended Responses**

During my study, I asked the respondents a total of three open-ended questions. Survey question #11 asked teachers to report the major advantages of the Marzano Instructional Framework (teacher evaluation system) used in the district. Of the 72 teachers completing this survey only 44 teachers (61%) provided feedback specific to this question. Upon review of the comments the following themes were common:

- Transparency (20)
- Professional Growth & Development Opportunities (3)
- Self-reflection (7)
- Removal of Subjective (3)

The overall tone of the comments listed within the above themes were very positive. As indicated, 20 teachers of the 44 respondents (45%) reported that the major advantage of the Marzano Instructional Framework was associated with the level of transparency specific to instructional practices or desired results. As indicated in section 4, the Marzano Instructional Framework, was designed to provide teachers with clear expectations of instructional practices that must be evident within the classroom. This level of transparency allows teachers to know and understand how they are being evaluated. Additionally, 7 teachers reported self-reflection as a major advantage of the

evaluation process. Finally, teachers made comments such as: self-reflection is involved in the process; self-reflection helps teachers improve upon teaching practices, and the education process allows for meaningful teacher reflection on instructional practice.

Beyond the common themes found in the first open-ended question, 8 teachers gave negative comments about the evaluation system. The teachers made comments, such as there are no advantages associated with the Marzano evaluation system unless you count giving school based administrators more power over teachers. Teachers reported that the evaluation system empowered school based administrators make judgmental statements without having to produce any artifacts or proof.

Additionally, teachers complained about the significant amount of time spent on completing forms and paperwork specific to the evaluation system. Simply stated, they felt that the evaluation system added to their work loaded. Thus teachers within my study recommended that the evaluation process would require less paperwork and documentation so that more time can be spent on reflection and the improvement of instructional practices. Lastly, the teachers expressed concerns about having a once a year evaluation that is not representative of all the things taking place within their classroom throughout the year. The underline message derived from the above comments clearly indicated that the teachers felt that the evaluation system was designed to give school based administrator control over the teachers. This method of control in the minds of teachers can be a breeding ground for hostile work environments

Survey question #12, asked teachers to report the major disadvantages of the Marzano Instructional Framework (teacher evaluation system). Of the 72 teachers

completing the survey only 46 teachers responded to these questions. Upon analysis of the 46 responses to this question, the following themes surfaced:

- Administrators subjective and bias (21)
- The evaluation system is not reflective of teachers daily instructional practices (12)
- Teacher morale killer (8)
- Lack of training for administrators (5)

As indicated above, 21 of the 46 respondents (46%) reported that the major disadvantage of the evaluation process is associated with the subjectivity and bias found among school based administrators. Teachers made comments such as: evaluators cannot adequately understand teacher's instructional decisions based on a 30-minute evaluation and that administrators do not necessarily feel compelled to alter evaluation ratings even when additional artifacts were produced by the teacher. Several, teachers indicated that one administrator sees things one way and another sees something different. According to the teachers inconsistency in feedback depending on the administrator assigned to conduct the evaluation. Additionally, 12 teachers (26%) reported that the evaluation system does not reflect daily instructional practices used in the classroom. These teachers communicated frustrations with the implementation of the evaluation system because so much weight is based on the one or two evaluations conducted in the school year. Teachers complained that the system does not account for instructional practices that are used throughout the school year. Based on my understanding of teacher evaluation systems, teachers, as well as administrators, should be able to use the



information obtained during an evaluation to develop and strengthen their skills that will help students achieve to their fullest potential.

The third disadvantage communicated is associated with teacher morale. Although that data indicated that 8 teachers made explicit comments about morale, several others made indirect comments that could have been counted. Teachers made comments such as: this evaluation system is a morale killer and it is based solely on the administrator's interpretation of what is taking place within the classroom during the time of the observation. Further, they indicated that the evaluation system devalues teachers and the ratings given depends on the evaluator's mood. Ultimately, the teachers felt that the evaluation system works against teachers. As indicated above the teachers reported that the evaluation system used is a moral killer. It is my belief that inconsistent implementation of teacher evaluation system suggests that some school based administrators either elected not to follow the prescribed process or lacked sufficient understanding of the teacher evaluation system.

On the final open-ended survey questions #13 asked teachers to provide additional comments about the evaluation process that had not been asked in other sections of the survey. There were 23 comments by teachers (27 teachers did not reply to this question). Based on an analysis of the teacher comments, they all have a negative connotation about the evaluation process. The teachers reported that the overall process is vague, subjective, designed to devalue teachers and unfair. Additionally, several teachers made comments about the need to provide administrators with training on how to use appropriately the evaluation system. To be used effectively, the teacher evaluation system must be connected to student achievement and aligned with professional

development opportunities for educational stakeholders (teachers and school based administrators) to promote school improvement. The effective use of teacher evaluations data can happen when all persons involved use the information gathered to develop and strengthen their instructional practices.

### **Interview Responses**

During my study, I conducted a total of three face to face interviews with district level administrators (these are persons who worked within the district office). These interviews focused on their thoughts about the district's implementation of the Marzano Instructional Framework (Appendix F). Additionally, the length of each interview ranged from 30 to 35 minutes. In this section I report and interpret the data collected during these interviews.

First, when asked about the history of the teacher evaluation system used within the district's all three respondents reported that prior to the use of the Marzano Instructional Framework the district used a system that was a blend of instructional components from both the Marzano Instructional Framework and the Danielson Instructional Framework. They further explained that the district's evaluation model contained a fewer critical instructional components that had to be rated during all teacher observations. Additionally, they noted the burden of implementing the evaluation system rested solely on the shoulders of those within the professional development department. Ultimately, respondent 2, explained how prior to the district wide implementation of the Marzano Instructional Framework a select group of schools (20) took part in a pilot program using this framework. This person further explained how taking part in the pilot program provided many opportunities for professional development and each school was

assigned an embedded coach that worked for the Learning Science International (this was the organization overseeing the Marzano Instructional Framework). However, the level of support given to the pilot schools did not exist for the other schools once the district moved to district wide implementation and usage of the Marzano Instructional Framework.

According to the respondents, when the district elected to implement the Marzano Instructional Framework in 2015-2016 to evaluate teachers, the professional development department worked to develop partnerships with other departments within the district. This included working closely with the Teacher's Union to negotiate contract language specific to the evaluation system. Ultimately, these partnerships helped to strengthen the district's ability to provide the necessary trainings to educate stakeholders (teachers and school based administrators).

Although, the all three respondent provided similar information about the district's implementation of the Marzano Instructional Framework it appeared that each respondent was on guard about the district's implementation. One person shared that some will say they appreciate the straight forwardness located within the framework where others will say that the evaluation system is loaded with red tape. Additionally, this respondent reported that some will say they like the multiple observations and others will say it is over kill. Another respondent reported that although the Marzano Instructional Framework is reflective of high yield instructional practices the district was not fully prepared to make this change. Although, this person blamed the change on the Florida Department of Education, this person indicated that Claitt District should have done its homework and prepared for the implementation of the new teacher evaluation

system. For example, taking the necessary actions to ensure that professional development opportunities were in place for both school based administrators and teachers.

Overall each respondent shared that implementing this new evaluation system presented new challenges that the district did not fully account for during the early steps of implementation. One major barrier identified was the district's failure to ensure that all stakeholders (teachers and administrators) had access to professional development opportunities to develop and strengthen their knowledge of the evaluation system. Additionally, not have enough leaders with the knowledge of the new evaluation system to help training the multitude of persons needing the training. Needless to say another major obstacle associated with the implementation of the Marzano Instructional Framework related to time constraints.

When asked to describe Marzano Instructional Framework, each of the respondent could accurately describe the instructional framework. They reported that the framework consists of 3 parts: instructional practice, deliberate practice, and student growth. The instructional practice component is based on the results from an evaluation completed by a school based administrator. Teachers are rated on dominant elements observed during observations. They indicated that a conjunctive scoring method is used to calculate the final score for each domain within the Marzano Instructional Framework. Conjunctive scoring was described as an approach which makes allowances for a single low score which prevent teacher from being negatively impacted.

Additionally, they addressed the deliberate practice component associated with the Marzano Instructional Framework. They explained that the deliberate practice

component was designed to have teachers create an action plan that describes what professional learning they will engage in to improve their instructional practices. Furthermore, they reported that the specific actions identified within the deliberate practice should align to elements within the Marzano Instructional Framework. Through the usage of the deliberate practice component, teachers are expected to increase their expertise and the subsequent improvement should translate into higher levels of student achievement. Consequently, the final component of the instructional framework is associated with student growth.

The respondents reported that student growth scores are used for teachers who teach grades and subjects assessed by statewide standardized assessments. Additionally, they reported that these scores are referred to as Value-added Model (VAM) growth scores. In the state of Florida, districts are required to use VAM scores as a component of the teacher evaluation process. This method of scoring measures the contribution of a teacher on the learning outcome of students.

When asked to provide next step recommendations, each of the three respondents reported that the district needs to continue efforts to build internal expertise and to provide ongoing professional development to both school based administrators and teachers. Also, there is a need to create a foundational set of trainings and a set of differentiated trainings based on the specific needed of the stakeholders (teachers and school-based administrators).

According to one of the respondents, the goal would be to move away from a one size fits all type of training model. This person further indicated that although there was adequate number of training opportunities offered to teachers and school based

administrators during phase one of implementation, many teachers and school based administrators did not take part in the first rounds of training. This in many ways created gaps in learning and understanding of the new evaluation system among staff. These gaps created much confusion within the district. As a result teachers reached out to the local teacher's union to verbalize concerns about inconsistency of usage of the system by school administrators. This resulted to the Teacher's Union leaders and teachers speaking out against the evaluation system at bi-weekly School Board meetings. Ultimately, the leaders within the Claitt District took aggressive actions to address concerns expressed by revising implementation plans to ensure that all stakeholders had a clear understanding of the evaluation system.

When reflective on the information obtained during the interviews it was refreshing to see that the respondents were on the same page. Their individual account of the history of the evaluation system used within the district was almost identical. Additionally, the description for the Marzano Instructional Framework was very accurate. Although each of them appeared to be on guard when asked to describe the district's implementation for Marzano Instructional Framework, there was an underline theme that appeared. This theme was associated with the district's failure to truly prepare for district wide implementation of this framework and the need to ensure that 100% of stakeholders (teachers and school based administrator) engaged in professional development opportunities specific to the Marzano Instructional Framework. As a result the district faced many challenges during the early stages of implementation. Many of these challenges created confusion amongst staff and forced teachers to fight against the usage of the Marzano Instructional Framework.

## **Interpretation**

This section contains a summary of the findings of my study. As a reminder the main goal of my study was to determine ways to better support stakeholders (teachers and school based administrators) who are tasked with learning and implementing the new teacher evaluation system (Marzano Instructional Framework) to improve instructional practices and student achievement. A total of 72 teachers and 3 district level administrators participated in this study. My overall findings from the responses contained a mixture of perceptions regarding the district's implementation of the Marzano Instructional Framework. For the most part, responses from both the teachers and district level administrators were positive.

My overall study's results revealed that teachers had mixed feelings about their professional development opportunities. On a positive note, most teachers felt like the information obtained during the professional development trainings were useful. However, when asked questions about the feasibility and accuracy of the information obtained in training, the teachers in my study were either split down the middle on favorability or indicated an unfavorable mark for each question associated with these topics. The results in this section of the survey opened the doors for much speculation about the overall quality of the trainings.

As indicated by several researchers in the education profession, the primary goal of teacher professional development should be to develop and strengthen instructional practices and to improve student learning. Varlas (2009) reports that capacity-building professional development for teachers begins with a detailed plan to address the specific learning needs of students and it promotes collaborative conversations about student

learning outcomes. I agree that high-quality teacher evaluation systems should be driven by targeted professional development opportunities aligned to a school or district's mission and vision. Additionally, the professional development opportunities should be ongoing in nature and include job-embedded learning opportunities (Education Resource Strategies Inc., 2009).



## **SECTION SIX: A VISION OF SUCCESS (TO BE)**

When attempting to implement change it is imperative that a well-developed plan is created to achieve success. If done correctly, implementing the change can be much easier and the chance of a successful implementation is greater. The process starts with having a vision for success in mind.

Kotter (2012) indicated that it is not always easy to gain the support and commitment from stakeholders, however it is something that must be done to ensure success. Not ensuring stakeholders understand the change has a greater potential to result in failure. Therefore, it is imperative that one takes the time to create a sense of urgency amongst stakeholders, gain the support of other leaders, build and communicate a clear vision, remove potential barriers, create short term wins, and build the needed momentum for change. Taking these actions is essential to the successful implementation of change within an organization.

As indicated in section one of my change leadership document, the purpose of my change leadership project was to determine ways to better support stakeholders (teachers and school based administrators) who were tasked with using the new teacher evaluation system (Marzano Instructional Framework) to evaluate teachers. Marzano (2012) indicated that his model of evaluation provides teachers with clear strategies and measurable goals which are desired to develop and strengthen daily instructional practices. Additionally, he noted that it incorporates research-based instructional strategies proven to improve student achievement outcomes when used with fidelity.

## **Context**

In the Context heading within my “To Be” diagram (Appendix B), I identified the following desired outcomes for my study district’s change leadership plan: a) a clear method to identify and target support for school based administrators using the teacher evaluation system; and b) a well-defined coaching model to support teachers based on needs indicated by the evaluation results. The crucial outcomes listed above are necessary to build the capacity of teachers and school based administrators in the district. As indicated by Marzano (2012), when the teacher evaluation model is implemented and used with fidelity increased student performance occurs.

Developing a clear method to identify and provide targeted support for school based administrators using the evaluation system is absolutely necessary. This action helps to ensure the success of individual teachers as well as the entire school. Within the education profession, it is the role of the school based administrators to set the tone for instruction. This includes providing teachers with feedback to develop and strengthen practices. Knowing the critical role that school based administrators play, Marzano (2012) reported that school based administrators must:

- Provide a clear vision for how instruction should be addressed within classrooms.
- Support and retain highly effective teachers who are committed to develop and strength their instructional practices through professional development and reflective practices opportunities.
- Ensure that teachers receive ongoing feedback to develop and strengthen pedagogical skills and practices.

- Ensure that teachers are provided with professional development opportunities that are aligned to their needs.

When school based administrators fail to perform effectively the above tasks, students are negatively impacted. Therefore, sound methods to provide support for school based administrators must be in place in a district for success.

Having highly effective teachers in classrooms matter. Danielson and McGreal (2000) reported that teachers are the most important factor to ensure the success of students within schools. It is the role of the classroom teacher to open doors of opportunity for students. Therefore, it is imperative that the district in my study create a coaching model to support teachers as they work to improve their practices.

The integration of systems to support teachers within the evaluation model is a critical component as efforts are made to strengthen instructional practices to improve student achievement. The purpose of embedding teacher support into the evaluation process should be clearly communicated and well defined. Additionally, the standards for effective teaching practices should be clearly articulated. They are the foundation of an effective teacher evaluation model. I believe that school districts must ensure any adopted teacher evaluation approach includes instructional support strategies for teachers as they work to improve student learning.

Finally, when systems are created to connect resources to meet the unique and specific needs of teachers, the evaluation process it is easier to manage. Also, it is easier to develop and strengthen the skills of stakeholders within the system. Every aspect of talent management should be rooted in efforts to prepare, hire, and retain effective teachers. Ultimately, all efforts should be used to create an integrated package that

enhance the skills of teachers and school based administrators in ways that enhance both teaching and learning.

### **Culture**

In the Culture heading within my “To Be” diagram (Appendix B), I identified the following district’s desired outcomes for my change leadership plan: a) a culture of trust between teachers and school based administrators, and b) school based administrators equipped with the skills to provide teachers with accurate feedback to coach instructional practices. The outcomes listed above are essential components that must be in place to ensure the successful implementation and usage of the teacher evaluation system (Marzano Instructional Framework). When these critical aspects are in operation the potential for success is more than likely to be evident.

Sergiovanni (1992) indicated that it is the primary responsibility of school based administrators to build trust among teachers. School based administrators must take an active role in creating the necessary conditions to build trust within school and amongst stakeholders. Teachers want to know that school leaders value and support their efforts to educate students (Bryk and Schneider, 2003). Simply stated teachers want to be trusted to do what is best. Therefore, it is imperative that actions are taken to reduce teachers’ sense of vulnerability.

When trust exists between school leaders and teachers in schools, teachers are more open to receive feedback and feel safe to experiment with new instructional strategies. Also, when trust is evident teachers are more willing to talk honestly with colleagues, school administrators and other teachers, about what's working and what's

not. It is no secret that without trust, the above types of conversations are less likely to take place.

It is critical that school based administrators have the skills to provide teachers with accurate feedback to coach instructional practices. Additionally, it is imperative that the feedback and support given to teachers connect directly to the components identified within the teacher evaluation system. All of which are research based instructional practices proven to develop and strengthen practices. Aguilar (2013) confirmed that one essential component of an effective professional development program is the use of coaching to develop and strengthen instructional practices for teachers. This professional development approach is known to foster positive relationships where deep reflection and learning can take place.

Despite the many benefits associated with coaching instructional practices for teachers, school based administrators must have the skill and knowledge to provide effectively feedback regarding instructional improvement. Providing opportunities for school based administrators to acquire and enhance their skills in providing such feedback is critical to continuous teacher development. Hattie (2015) reported that providing teachers with quality feedback is one of the most significant factors contributing to their professional growth. Therefore, school based administrators must actively engage in related and ongoing professional development.

### **Conditions**

In the Conditions heading within my “To Be” diagram (Appendix B), I identified the following desired outcomes for the district through my change leadership plan: a) increased numbers of district level experts in teacher evaluation and b) ongoing related

professional development opportunities to help them better support teachers and school based administrators. These are conditions necessary to improve the district's implementation and usage of the teacher evaluation system (Marzano Instructional Framework). As described in section two of this document, many teachers and school based administrators feel overwhelmed by the teacher evaluation system. They do need district level support to be most effective in its use.

In many ways, I believe these feelings of being overwhelmed are due to the lack of professional development opportunities given during the implementation phase. In the section on culture, I noted the importance of professional development to have sufficient skills to gain the trust of teachers in school leaders' capacity to give teachers effective feedback on instruction. I believe it is just as important a need for changing the conditions in the district in my study.

I think districts need experts and building the capacity of district leaders to provide ongoing opportunities for teachers and school based administrators to take part in professional development training. As indicated in research, professional development is a guaranteed way to refresh and deepen one's knowledge. I believe education should not end when a person gets a degree. Without a doubt, persons in all professions can benefit from continuing education that helps develop and strengthen their skills and knowledge. In the education profession, students benefit greatly when both school administrators and teachers engage in ongoing professional development focused on helping them develop their knowledge and skills necessary to improve instruction and learning. With the necessary knowledge and skills, I believe the district can create conditions where the teacher evaluation system is implemented with fidelity.

## **Competencies**

In the Competencies heading within my “To Be” diagram (Appendix B), I identified the following desired outcomes for the district in my change leadership plan: a) teachers and administrators have a true understanding of the Marzano Instructional Framework, and b) high-quality instructional practices are evident in all classrooms as measured by student achievement data points. In order to ensure positive student learning outcomes, quality teaching in education matters. To ensure that quality teaching is taking place within classrooms, districts must be committed to investing into professional development.

In the previous sections, I have related to the role of professional development in the change process. They focused on knowledge and skills related to better implementing the Marzano model for teacher evaluation. I noted the importance of teachers believing school leaders actually have the capacity to help them improve. I related how school leaders need the coaching skills to help that happen. I explained the need for the district’s having people with the expertise needed to help building level administrators effectively implement the teacher evaluation system.

I think fundamental to student learning success depend specifically on staff’s knowledge and skills related to instructional practices. Marzano (2012) indicated that having a common model of instruction opens the door for conversations about instructional practices which should lead to improved practices. The teacher evaluation model must focus on improving instructional practices within all classrooms and must provide the necessary methods to help teachers improve their practices.

I have learned that it is not only how important for it is for individual teachers continuously to learn from district and school leader-experts, but to share with each other their best practices. Having a well-communicated knowledge base is the foundation needed to develop expertise amongst teachers and school based administrators in any systematic way (Marzano, 2009). This includes knowing what research supported instructional practices and how to use them to increase student learning. When all the staff development I presented happens in an ongoing way, my competency To-Be will be realized.



## **SECTION SEVEN: STRATEGIES AND ACTIONS FOR CHANGE**

It is no secret that strategies must be in place for actions to occur. In order for one's vision to come to fruition, strategies and actions must be perfectly aligned. Bucknell (2014) reported that a strategy is a way of describing how you intend to accomplish a task. Unlike an action plan, a strategy is less specific. A strategy is designed to answer the question of, "How do I get there from here? The development of a strategy is essential to help focus efforts on getting things done. Additionally, it provides opportunities to maximize resources and to respond effectively to any resistance encountered.

### **Action Plan**

An action plan specifically describes the way in which pre-determined objectives will be accomplished (Bucknell, 2014). The development of an action plan can help make a vision become a reality. It is a statement which reflects what you desire to accomplish over a period of time. Within the action plan detailed steps are highlighted that describe how and when action steps will be executed and who will be responsible for each.

Therefore, I propose that the implementation of the following strategies and actions will help the district within my study enhance efforts to develop and strengthen practices for both teachers and school based administrators. As indicated in the As Is Chart (Appendix A), teachers and school based administrators lack the skills needed to effectively use the teacher evaluation system. This is the result of the district's failure to provide sufficient professional development opportunities to help teachers and school based administrators understand the components of the new evaluation system (Marzano

Instructional Framework) prior to and during the early stage of implementation. Therefore, through the implementation of a robust professional development plan, the district must provide teachers and school based administrators with the skills and knowledge needed to use successfully the teacher evaluation system (Marzano Instructional Framework). This is essential to develop and strengthen instructional practices.

My research questions outlined in section one of this document were used to help me align my strategies and actions to the information reported on my “As Is” (Appendix A) and “To Be” (Appendix B) diagrams. It is my belief that the district in my study has taken some actions to improve its implementation and usage of the teacher evaluation system (Marzano Instructional Framework), but more needs to be done.

**Research question 1.** Research question 1 asked: What are the perceptions of teachers and district level administrators within the district regarding the overall quality of the teacher evaluation process? Specific to the evaluation system (Marzano Instructional Framework), a large number of teachers (64.70%) believe that the evaluation system had an average to strong impact on their instructional practices. They believed that the evaluation system also provided a level of transparency that made it easier to increase their understanding of what good instructional practices look like.

The majority of the teachers believed the model was designed to help teachers improve their practices and they indicated it had opened the door for two-way conversations between teachers and school based administrators. Marzano (2007) indicated that one of the major attributes of the instructional framework involves a

reciprocal process of feedback. This is a process that requires teachers and administrators to engage in conversations about teaching and learning practices used within classrooms.

According to teachers, the strongest attribute of the Marzano Instructional Framework was associated with its focus on the standards and how their feedback from evaluations should be aligned to the standards within the framework. Additionally, several teachers indicated that the evaluation system encouraged them to reflect on instructional practices. Through the self-reflection process, I believe teachers can determine ways to improve practices and gain insights needed to perform at higher levels.

In addition to the teacher's positive perspective of the Marzano Instructional Framework, the data from the district level administrators revealed very similar findings. District level administrators, believed that the Marzano Instructional Framework, provide teachers with research based instructional strategies that can be used in the classroom to promote success for teachers and students. Additionally, district level administrators believed that the Marzano Instructional Framework has the potential to help them develop and strengthen teacher practices and impact student learning in a very positive manner.

**Research Question 2.** Research question 2 asked: What do teachers and district level administrators report as not working well regarding the implementation and usage of the Marzano Instructional Framework? When reflecting on research question 2, I discovered that teachers have much to say about things not working well specific to the implementation and usage of the evaluation system. Based on the data from the open-ended questions, teachers reported the following concerns: a lack of mutual trust between teachers and school based administrators, increased levels of subjectivity within the

system, insufficient feedback from school based administrators to develop and strengthen instructional practices, and the too little high quality, accurately focused training.

I think the most significant complaint from teachers was about the level of subjectivity of the evaluations. They believe different school based administrators, even with the same specific standards to judge performance by, perceive instructional practices used and their impact differently. I believe the root cause associated with this complaint is because of the school based administrators' limited knowledge and skills required to implement the evaluation system.

Darling-Hammond (2010) reported that teachers hold the evaluation process in contempt because of the level of evaluation subjectivity they face. Contempt is a significant level of feeling that can't be ignored. I think this attitude is directly related to the lack of training for the school leader evaluators. It points to their inability to provide targeted and specific feedback to teachers that they need to develop and strengthen instructional practices. The door leading to improved instructional practices and enhanced internal motivation is closed when accurate, constructive feedback is not accompanied by practical suggestions and needed support.

On the other hand, the district level administrators, reported that the overall implementation plan used by the district did not account for the many challenges they faced. For example, the district opted to use the train the trainer model during the initial implementation process. However, the district did not create a well-defined system to ensure that trainers were consistent in providing the necessary knowledge development and skill training. The failure to create a common set of training goals and strategies was the source of confusion in schools. This level of confusion was noted during the bi-

weekly school board meetings as droves of teachers expressed their dissatisfaction with the new teacher evaluation system.

The district did not invest in the development of quality professional development to support either teachers or school based administrators. The train the trainer model was implemented to allow those new to the district to gain knowledge of the new evaluation system. This was problematic as those forced to lead the training were still in the process of learning the new evaluation system. I believe the training for implementation should have taken place several months before the actual implementation. School based administrators only participated in a 2-day training during the summer of 2015. This was just one month before they were expected to train their teachers on the new evaluation system.

**Research Question 3.** Research question 3 asked: What do teachers and district level administrators report as major obstacles associated with the implementation and usage of the Marzano Instructional Framework? According to the teachers, there were two major obstacles associated with the implementation and usage of the Marzano Instructional Framework. They deal with administrative bias and failure to adequately anticipate and manage the impact of this new program on the morale of teachers.

Based on my study observations, I would add another issue that came through my study that also represents a potential barrier. It deals with evaluator's bias. I think that some school based administrators give the best ratings to teachers in classrooms with high-performing students, while teachers working with underperforming students are given unfavorable ratings. If my observations are correct, this practice violates the main strategy of the evaluation system that requires basing objectively all evaluations on

observed instructional practices. Just imagine how the unfair usage of the teacher evaluation system can negatively influence a teacher's attitude about the overall process.

Another outcome of my study that simply came from my observations, is the high teachers' stress level emanating from the teacher evaluation process. It is imperative that school based administrators take the necessary actions to help teachers manage stress associated with their work. It is no secret that the teacher evaluation process can be stressful.

Also, it is no secret that fear and stress are a recipe for disaster. When persons feel threatened or stressed, their survival instincts take over and they take actions to protect themselves. So when teachers are dealing with real or perceived administrative biases, their level of stress increases. When you add teachers' concerns with high stake testing and pay for performance, it only aggravates the situation. This ultimately impacts their ability to teach effectively.

Therefore, rather than viewing the teacher evaluation process as a growth and learning opportunity, they see it as a negative experience. They may view it as a system designed not to help them improve, but to limit their creativity in the classroom or worse to weed them out. An evaluator should not ignore these potential barriers to a teacher evaluation system.

According to district level administrators, the major obstacle facing the district specific to the implementation and usage of the teacher evaluation system is the need to provide high quality training to support both teachers and school based administrators. As indicated in the reply to research question 2, there is a need to develop professional development opportunities to help stakeholders understand and use the Marzano

Instructional Framework as intended. The professional development opportunities should allow time for participants to familiarize themselves with the overall structure of the Instructional Framework. This includes spending time to learn how to recognize and identify evidence to support the instructional practices associated with each component of the evaluation system.

Additionally, professional development opportunities must ensure that all participants learn how to interpret the evidence for each component as well. This should be followed by many opportunities to calibrate one's judgments against the judgments of others. Marzano (2007) indicated that the calibration process is essential to the success of the teacher evaluation system.

As reported by Dictionary.com calibration is defined as the accuracy and quality of measurements recorded over time using a piece of equipment. For example, in education, one evaluator might rate a classroom interaction as representing a developing performance, whereas another evaluator might see that same interaction as proficient performance. As one can imagine, many factors could account for such differences.

One of two evaluators might have missed something important in the classroom, or the two evaluators might have a different way of interpreting their evidence. Despite the reason, it is imperative that both evaluators discuss the situation so that they can, eventually make consistent judgments. This method of training and support will help to ensure that there is an ongoing process to maintain the "calibration" while using the teacher evaluation system.

I used the strategies and actions chart (Appendix C) to map out my plan to ensure that teachers and school based administrators have a total understanding of the Marzano

Instructional Framework and use this framework to improve instructional practices of teachers. I was able to develop a strategy for implementing change using the four C's of Context, Culture, Conditions and Competencies. Although several critical components are outlined in my plan, the primary focus was placed on the need for continued professional development opportunities for both teachers and school based administrators. The secondary focus was placed on the need to build trust among teachers and school based administrators. It is my belief that this action is rooted in the need to get staff members at all levels of the organization to communicate openly with each other.

Also, it is my belief that the strategies and actions I am proposing in my study will help the district improve efforts to develop and strengthen the evaluation knowledge and skills of both teachers and school based administrators. The strategies and actions chart associated with my study is located in Appendix C. This chart provides a detailed overview of steps I plan to take to implement change within the district. These are listed under each of the 4C's to which they respond.

Based on the data collected during my study, teachers, school based administrators, and district level administrators expressed concerns regarding the lack of professional development opportunities. As indicated by several researchers, professional development refers to the enhancing or strengthen of one's skills, understanding, and knowledge. Glattenhorn (1987), reported that by engaging in opportunities to increase one's knowledge, he/she systematically gains increased experience in their professional growth. Therefore, I intend to use professional development opportunities to develop and strengthen the knowledge and skills of



teachers and school based administrators who are tasked with using the teacher evaluation system (Marzano Instructional Framework).

Marzano (2012) indicated that the best professional development is connected to and focused on student achievement efforts. These type of professional development experiences are to be ongoing, experiential and collaborative in nature. They are designed to keep educational teachers and school based administrators up-to-date on new research regarding instructional practices designed to improve the quality to education provided within schools.

As indicated above, a secondary focus of my strategies and actions in my study was on building trust among teachers and administrators. Again, it is my belief that this action is rooted in the need to get them to communicate openly with each other. When reflecting on my experiences as an educator, I belief that one of the greatest challenges facing school teachers and administrators in the processes of teacher evaluation has to do with mutual mistrust. This lack of trust is a recipe for system failure and can lead to ongoing conflict.

I think that open and constructive communications between teachers and school based administrators is absolutely essential to the successful operation of a school. I have listed in my strategy and actions chart under the culture heading several action steps specific to the need to create a culture of open and constructive communications. This is critical to building the much needed trust to make the teacher evaluation system work in improving the overall success of not only the district in my study, but also any other school district using a similar system.

I think the district in my study needs to create opportunities for teachers and school based administrators to build positive relationships. This can be done by: 1) developing an expectation that school based administrators actively participate in professional learning communities for self- improvement in the area of evaluating teachers using the Marzano framework and 2) ensuring sufficient time is given for the purpose of meaningful collaboration while implementing the underlying educational evaluation system. Danielson (1996) confirmed that teachers and school based administrators can extend their learning by actively participating in professional learning communities (PLCs).

Through the usage of PLCs teachers and administrators can engage in collaborative conversations about instructional practices and student achievement. It is no secret that relationships and trust can be built during these PLCs' meetings. Additionally, a sufficient amount of time can be devoted to meaningful collaboration between the participants within PLCs. As stated above, this practices can promote a culture of trust and create conditions for success in an organization.

The goal of my change leadership project was to ensure that teachers and school based administrators have a total understanding of the Marzano Instructional Framework and are using it to improve instructional practices. Furthermore, I believe that my study can contribute to the existing body of literature focused on effectiveness of teacher evaluation systems (Marzano Instructional Framework). The data I collected can be used to help the school district in my study and other districts develop a comprehensive implementation plan to improve teaching practices associated through the more effective usage of its teacher evaluation system. My main conclusion is that the district could

benefit from developing a robust professional development plan that is focused on the Marzano Instructional Framework. It must address the knowledge and skills needed by teachers and school administrators to insure its effective use in the evaluation of teachers.

### **Conclusion**

The success of my change leadership project depends on the district's commitment to ensure that quality professional development opportunities are designed to meet the knowledge and skill needs of teachers and school based administrators to improve instruction through a more effective model of evaluating teacher performance. Tucker & Stronge (2005) indicated that classroom teachers have the greatest impact on student achievement. Knowing the impact that teachers have on students, it is imperative that actions are taken to ensure that ongoing professional development opportunities are offered to have teachers develop and strengthen their practices. My study shows an effective teacher evaluation system based on Marzano's Instructional Framework used by well-educated and trained teachers and school administrators in its use can play a critical role in identifying and addressing teacher improvement needs.

The best teacher-preparation programs emphasize the importance of ongoing professional development opportunities. Teachers and school based administrators both must continually work to enhance their knowledge and skills to improve their performance and raise student achievement. Wagner, et al. (2006) indicated that learning never stops. He further reported that we must consistently seek opportunities to increase our knowledge and understanding. Additionally, he indicated that we grow our success by continuing to ask, "Where do we go from here?"

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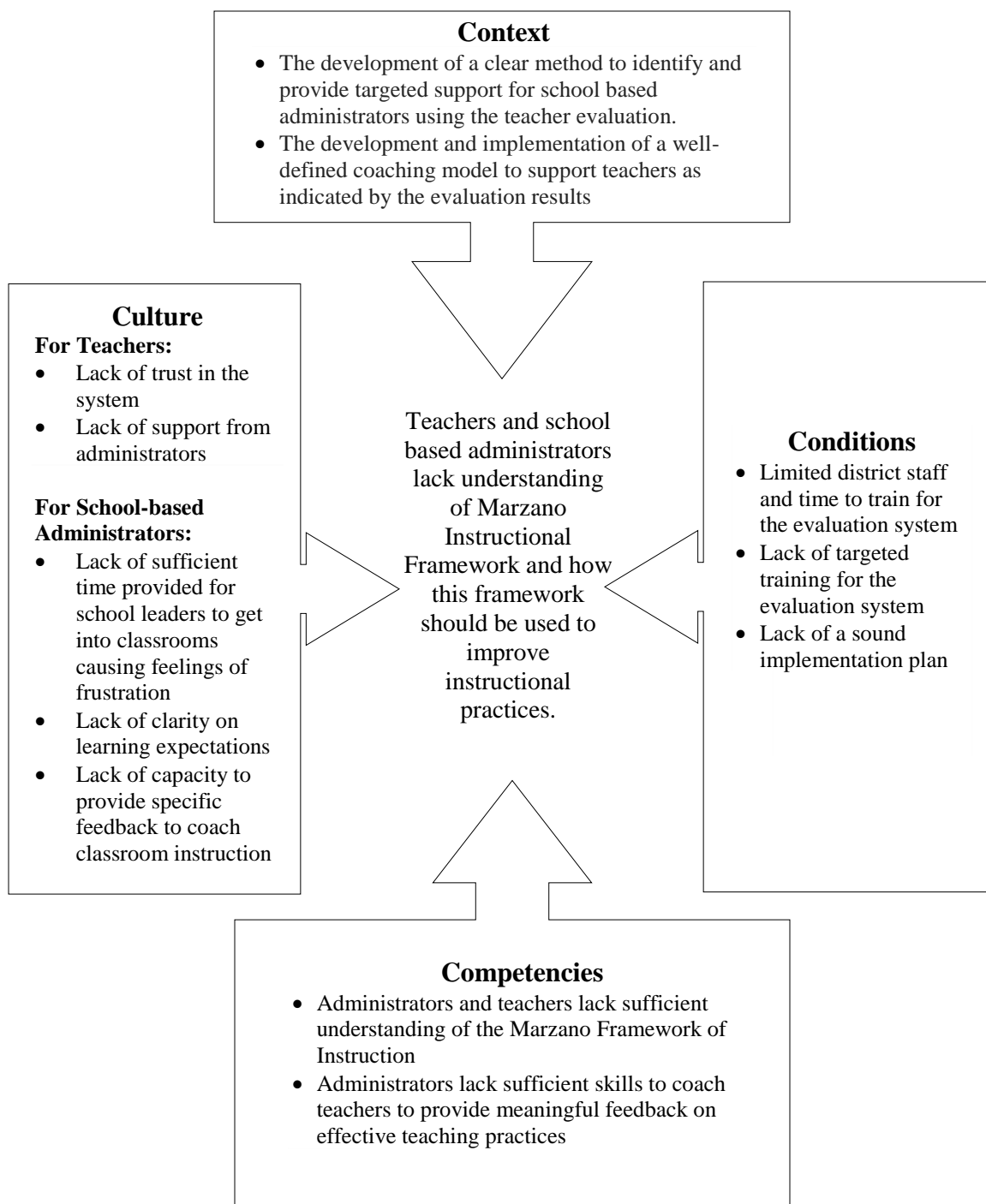
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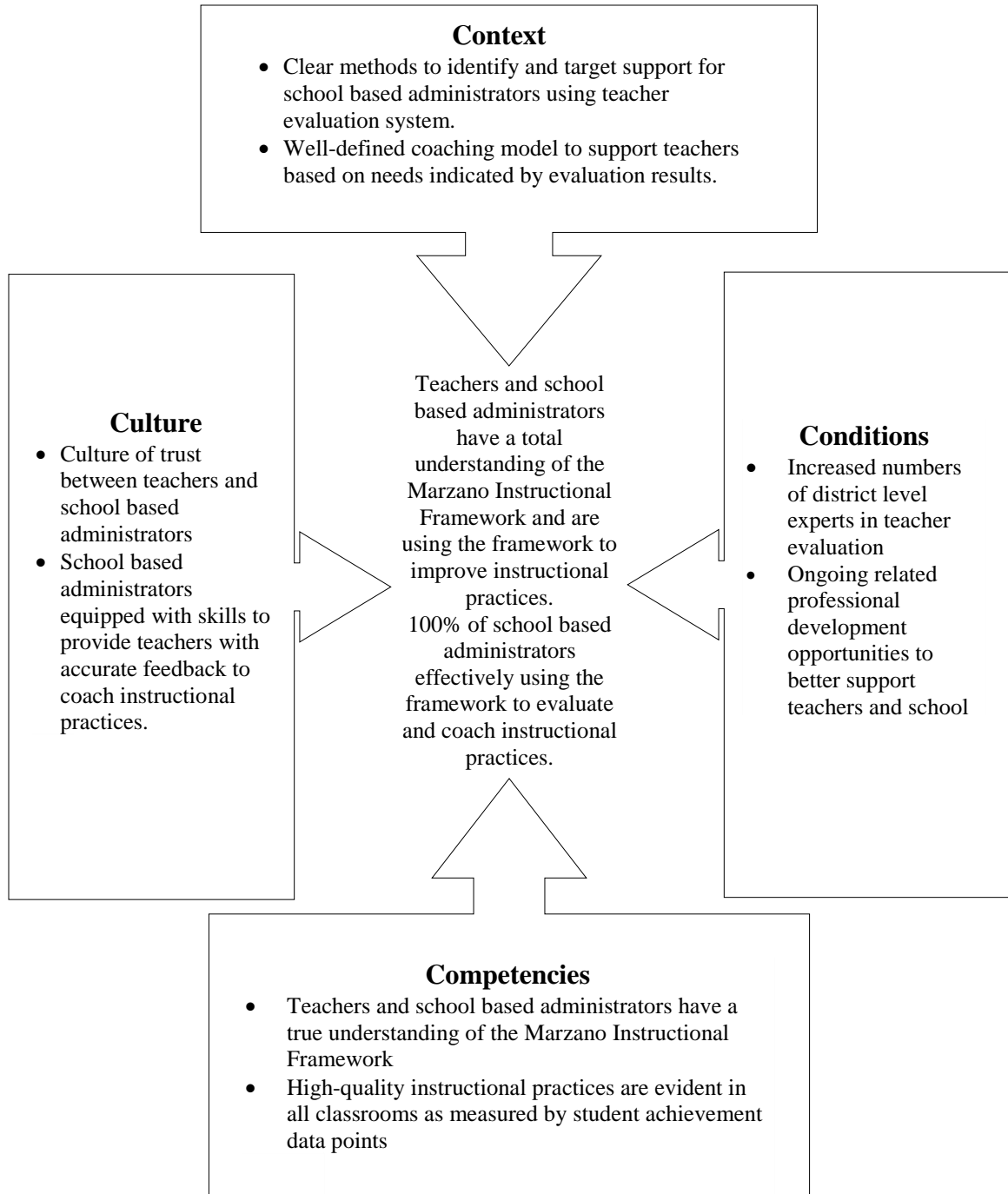
## Appendix A: “AS IS” Chart

Baseline *AS IS* 4 C’s Analysis for The Implementation of Teacher Appraisal System (Marzano Instructional Framework).



## Appendix B: “TO BE” Chart

### Baseline *TO BE* 4 C’s Analysis for The Implementation of Teacher Appraisal System (Marzano Instructional Framework)





## Appendix C: Strategies and Action Chart

Strategies	Actions
<b>Context</b>	
Create a coaching model to support teachers and administrators ( <i>use data to provide targets support as needed</i> )	Develop and Implement a coaching model to support teachers and administrators who are struggling to use the teacher evaluation system.
Professional Development for school based administrators	Provide school based administrators with the necessary training to allow that to accurately support instructional practices observed within classrooms.
<b>Culture</b>	
Develop a professional development plan for school based administrators	Provide school based administrators with ongoing training and job embedded professional development on the Marzano Instructional Framework. <ul style="list-style-type: none"> <li>• Opportunities to engage in collaborative conversations with other administrators specific to instructional practices.</li> <li>• Monthly instructional rounds (side-by-side coaching)</li> </ul>
Develop a professional development plan for teachers	Provide teachers with ongoing training and coaching support specific to the Marzano Instructional Framework.
Create a culture and climate of open communication (building mutual trust between teachers and school based administrators)	Create opportunities for teachers and school based administrators to build positive relationship. <ul style="list-style-type: none"> <li>• Develop an expectation that school based administrators actively participate in professional learning communities.</li> <li>• Ensure sufficient time is given for the purpose of meaningful collaboration.</li> </ul>
<b>Conditions</b>	
Tailor professional development to meet the needs of all stakeholders within the district. This include reflecting on the implementation plan and making adjustments to ensure success.	Organize professional development around a menu of choice specific to the evaluation system. <ul style="list-style-type: none"> <li>• Provide opportunities for stakeholders to engage in meaningful and professional development.</li> <li>• Provide choices and align the choices to match the professional needs of the stakeholders</li> </ul>
<b>Competencies</b>	
Strengthen teacher evaluation processes through the usage of ongoing Professional Development.	Develop a teacher evaluation process that gives reliable and meaningful feedback to teachers. The feedback should focus on instructional practices and should be designed to help teachers develop and strengthen their instructional practices. <ul style="list-style-type: none"> <li>• Provide professional development opportunities to help evaluators understand the components within the teacher evaluation system.</li> </ul>
<b>Goal</b>	
Teachers and school based administrators have a total understanding of the Marzano Instructional Framework and are using this framework to improve instructional practices. 100% of school based administrators effectively using the framework to evaluate and coach instructional practices.	

## Appendix D: Informed Consent, School

### Teacher & School Based Administrators Survey: Individual Participant

My name is Dywayne B. Hinds, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your consent to voluntarily participate in my dissertation project. The study is entitled: “IMPROVING TEACHER EVALUATION THROUGH ENHANCED SUPPORT FOR TEACHERS AND SCHOOL BASED ADMINISTRATORS”. The purpose of Change Leadership Plan (CLP) to help my district determine a better way to support teachers and administrators who are tasked with using the Marzano Instructional Framework to improve teacher quality and to increase student achievement.

My primary goal of my CLP is to improve the overall quality and implementation of the Marzano Instructional Framework for teachers within my school district. As stated earlier, the classroom teacher is the single most important factor for student success. By implementing a robust and meaningful teacher evaluation system, my district aims to improve teacher quality and thus increase student achievement. I will survey voluntary participants in regards to their thoughts on the implementation and usage of the Marzano Instructional Framework Program throughout the district.

You may participate in this study by signing this Consent form indicating that you agree to participate in an online survey that I will give to you. All information collected in the survey reflects your experience and opinion as a teacher use the Marzano Instructional Framework.

Your participation is voluntary and you may discontinue your participation at any time. I will keep the identity of the school and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants. Only I will have access to all of the surveys, which I will keep in a locked cabinet at my home and on a password protected hard drive, to which only I will have access. Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of the Marzano Instructional Framework and improved student achievement data throughout the district.

In the event you have questions or require additional information, you may contact me at: phone: (813) 928-4233 or email [dhinds@my.nl.edu](mailto:dhinds@my.nl.edu). If you have any concerns of questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, Dr. Jim Schott, email: [jschott@nl.edu](mailto:jschott@nl.edu); phone (407) 251-8001; 5110 Sunforest Blvd. #102, Tampa, FL 33634; or EDL Program Chair (Dr. Norm Weston, [NWeston@nl.edu](mailto:NWeston@nl.edu); 1.233.2287; or the NLU’s Institutional Research Review Board: Dr. Shaunti Knauth, NLU IRRB Chair, [shaunti.knauth@nl.edu](mailto:shaunti.knauth@nl.edu), 224.233.2328, National Louis University IRRB Board, 122 South Michigan Avenue, Chicago, IL 60603.

Thank you for your participation.

Name (Please Print)

\_\_\_\_\_  
Signature Date

Dywayne B. Hinds

\_\_\_\_\_  
Researcher Signature Date

## Appendix E: Informed Consent, District

### District Level Administrators Interview

My name is Dywayne B. Hinds, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your consent to voluntarily participate in my dissertation project by agreeing to take part in a face to face interview. The study is entitled: “IMPROVING TEACHER EVALUATION THROUGH ENHANCED SUPPORT FOR TEACHERS AND SCHOOL BASED ADMINISTRATORS.” The purpose of Change Leadership Plan (CLP) to help my district determine a better way to support teachers and administrators who are tasked with using the Marzano Instructional Framework to improve teacher quality and to increase student achievement.

My primary goal of my CLP is to improve the overall quality and implementation of the Marzano Instructional Framework for teachers within my school district. As stated earlier, the classroom teacher is the single most important factor for student success. By implementing a robust and meaningful teacher evaluation system, my district aims to improve teacher quality and thus increase student achievement. I will survey voluntary participants in regards to their thoughts on the implementation and usage of the Marzano Instructional Framework Program throughout the district.

You may participate in this study by signing this consent form indicating that you agree to participate in a face to face interview. All information collected during the interview will be based on your experience and opinion as a school leader use the Marzano Instructional Framework.

Your participation is voluntary and you may discontinue your participation at any time. I will keep the identity of the school and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants. Only I will have access to all of the interview notes, which I will keep in a locked cabinet at my home and on a password protected hard drive, to which only I will have access. Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of the Marzano Instructional Framework and improved student achievement data throughout the district.

While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You may request a copy of this completed study by contacting me at [dhinds1@my.nl.edu](mailto:dhinds1@my.nl.edu).

In the event you have questions or require additional information, you may contact me at: phone: (813) 928-4233 or email [dhinds@my.nl.edu](mailto:dhinds@my.nl.edu). If you have any concerns of questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, Dr. Jim Schott, email: [jschott@nl.edu](mailto:jschott@nl.edu); phone (407) 251-8001; 5110 Sunforest Blvd. #102, Tampa, FL 33634; or EDL Program Chair (Dr. Norm Weston, [NWeston@nl.edu](mailto:NWeston@nl.edu); 1.233.2287; or the NLU’s Institutional Research Review Board: Dr. Shaunti Knauth, NLU IRRB Chair, [shaunti.knauth@nl.edu](mailto:shaunti.knauth@nl.edu), 224.233.2328, National Louis University IRRB Board, 122 South Michigan Avenue, Chicago, IL 60603.

Thank you for your participation.

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dywayne B. Hinds

\_\_\_\_\_  
Researcher Signature

\_\_\_\_\_  
Date

## **Appendix F: District Level Administrator Interview Protocol**

### **IMPROVING TEACHER EVALUATION THROUGH ENHANCED SUPPORT FOR TEACHERS AND SCHOOL BASED ADMINISTRATORS**

Date: \_\_\_\_\_

Your Role/Job Title: \_\_\_\_\_

Name of Interview Subject(s): \_\_\_\_\_

\_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Total Time: \_\_\_\_\_

[Introduction]

Thank you for taking your time to meet with me. I am working with National Louis University to complete my research study and dissertation on “improving teacher evaluation through enhanced support for teachers and school based administrators”. This interview is designed to learn more about your district’s implementation and usage of the Marzano Instructional Framework for teacher evaluation. Your participation in this study will be anonymous and confidential. This interview should take around 30-35 minutes. Do you have any questions for me before we begin?

#### **A. History & Theory of Action**

1. With respect to teacher evaluation system, please tell me a little about your role within the district.
2. Please describe the teacher evaluation framework used within your district.
3. Briefly describe the history of teacher evaluation system used within your district.
4. When reflecting on the overall teacher evaluation system, beyond observations from school based administrators, what other factors are used when evaluating teachers?

## **B. Implementation Details**

1. What do teachers, district leaders & school based administrators report as working well with using Marzano Instructional Framework?
2. What do teachers, district leaders & school based administrators report as not working well with using the Marzano Instructional Framework?
3. What do teachers, district & school based administrators report as major obstacles to using the Marzano Instructional Framework?
4. How much planning time was needed to implement your teacher evaluation model?

## **C. Reflection Questions**

1. What challenges did your district face in implementing your evaluation system and how were they addressed?
2. Reflecting on the implementation of the teacher evaluation system, what lessons were learned?

## **D. Resource Needed**

1. During the implementation of your teacher evaluation system, what resources were needed for successful implementation?
2. How much professional development time was devoted to stakeholders (teachers and school based administrators) prior to and during the implementation of the teacher evaluation system?
3. What other types of PD's do you think would be helpful to effectively implement the teacher evaluation system and to train stakeholders (teachers and school based administrators)?
4. What do you see as critical components within the district to ensure sustainability of the teacher evaluation system?

## **Additional Comments**

This concludes our interview, what questions and/or comments do you have at this time?

Thank you for taking the time to participate in my research study. Your support and participation is greatly appreciated.

As a reminder your identity will be kept confidential.

## Appendix G: Teacher Online Survey

### IMPROVING TEACHER EVALUATION THROUGH ENHANCED SUPPORT FOR TEACHERS AND SCHOOL BASED ADMINISTRATORS

#### **Section 1: Demographic Information:**

1. Including the current year, how many years have you taught within your district?

\_\_\_ (1 year)    \_\_\_ (2 to 5 years)    \_\_\_ (6 to 10 years)    \_\_\_ (11 or more years)

2. Including the current year, how many years have you been evaluated using the Marzano Instructional Framework within your current district?

\_\_\_ (none)                      \_\_\_ (1 year)                      \_\_\_ (2 or more year)

3. Date of most recent evaluation using the Marzano Instructional Framework

- During the 2016-2017 academic school year
- During the 2015-216 academic school year
- During the 2014-2015 academic school year
- Beyond the 2014-2015 academic school year
- None (I am new to the district)

#### **Section 2: Overall Rating of the Quality of the Marzano Instructional Framework:**

Please reflect on your most recent experience with the teacher evaluation system within your school district. Considering all aspects of the teacher evaluation system (including planning for evaluation, pre-observation conference, the actual observations, post-observation conference, etc.).

4a. Rate the overall quality of the teacher evaluation system:

**Very poor quality    1            2            3            4            5            Very high quality**

4b. Rate the overall impact of the evaluation on your professional practices. (Note: A rating of 5 would reflect a strong impact leading to significant changes in your instructional practices, attitude and belief about student's ability to achieve at higher levels.

**No impact    1            2            3            4            5            Strong impact**

#### **Section 3: Attributes of the Standards used within the Evaluation System**

5a. Specific to the standards outlined within the teacher evaluation system, describe the attributes of the procedures used during your most recent evaluation (standards are the criteria used to evaluate instructional practices within classrooms):

**Were standards communicated?**

**Not at all    1            2            3            4            5            In great detail to you**

**Were the standards clear to you?**

**Vague    1            2            3            4            5            Very clear**

5b. To what extent were the following aspects of performance considered as part of your teacher evaluation process?

Classroom Observation(s)	Not considered	1	2	3	4	5
Used						
Meetings with evaluator	Not considered	1	2	3	4	5 Used
Examination of artifacts	Not considered	1	2	3	4	5 Used
Examination of student evidence	Not considered	1	2	3	4	5 Used
Students input	Not considered	1	2	3	4	5 Used
Peer observations	Not considered	1	2	3	4	5 Used
Self-assessment	Not considered	1	2	3	4	5 Used

5c. Please describe the feedback you received during your most recent or last teacher evaluation experience:

Amount of information received	None	1	2	3	4	5 Great deal
Frequency of formal feedback	Infrequent	1	2	3	4	5 Frequent
Frequency of informal feedback	Infrequent	1	2	3	4	5 Frequent
Depth of information provided	Shallow	1	2	3	4	5 In-depth
Quality of the ideas and suggestions	Low	1	2	3	4	5 High
Specificity of information provided	General	1	2	3	4	5 Specific
Nature of information provided	Judgmental	1	2	3	4	5 Descriptive
Timing of feedback	Delayed	1	2	3	4	5 Immediate
Focused on standards	Ignored standards	1	2	3	4	5 Standards Focused

5d. Based on your most recent evaluation experience in your school district, describe the extent of the observations of your classroom:

#### Number of formal observations per year

1. 0 Observations
2. 1 Observation
3. 2 Observations
4. 3 Observations
5. 4 Observations

#### Professional Development and Support

Since the start of the 2014-2015 school year, how many days did you participate in professional development specific to the Teacher Evaluation System? (Count a day as 3 hours or more)

6a. \_\_\_\_ (1 day)      \_\_\_\_ (2 to 3 days)      \_\_\_\_ (3 to 5 days)      \_\_\_\_ (5 or more days)

6b. Time devoted during the school year for professional development opportunities aligned to components within the teacher evaluation system.

None    1      2      3      4      5      Great Deal

6c. Availability of and access to high quality professional development and models of effective practices.

None    1      2      3      4      5      Great Deal

## **General Comments**

### **Fairness**

- 7a. The teacher evaluation system is a fair and efficient way for me to demonstrate my effectiveness as a professional educator. Yes or No
- 7b. The teacher evaluation system gives me a more prominent role in the evaluation process. Yes or No
- 7c. The teacher evaluation system promotes two-way communication between me and my school based administrators. Yes or No

### **Usefulness**

- 8a. The teacher evaluation system promotes high quality instructional practices. Yes or No
- 8b. The teacher evaluation system encourages self-reflection about my work. Yes or No
- 8c. The teacher evaluation system encourages me to change instructional practices. Yes or No
- 8d. The teacher evaluation system assists me in identifying areas of strength and weakness. Yes or No

### **Feasibility**

- 9a. The time required to review evaluations outcome measures is reasonable. Yes or No
- 9b. The professional development provided on the use of the teacher evaluation system were sufficient. Yes or No
- 9c. The evaluators have necessary training, knowledge, and skills to conduct evaluations with the Marzano Instructional Framework. Yes or No
- 9d. The policies specific to the purpose and usage of the teacher evaluation system are clearly communicated to all teachers. Yes or No
- 9e. The resources needed to implement the evaluation system were sufficient. Yes or No

### **Accuracy**

- 10a. The Marzano Framework provides an accurate representation of the instructional practices used within my classroom. Yes or No
- 10b. The evaluation system is a way to provide evidence of my effectiveness as a professional educator. Yes or No
- 10c. The evaluation system provides a comprehensive picture of my performance as a professional educator. Yes or No
- 10d. The evaluation system includes a significant number of data points and inputs to provide a comprehensive view of my overall performance. Yes or No



## **VI. Open Ended Questions**

11. From your perspective, what are the major advantages of the Marzano Instructional Framework (teacher evaluation system)?

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12. From your perspective, what are the major disadvantages of the Marzano Instructional Framework (teacher evaluation system)?

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## **Additional Information**

13. Is there anything about the teacher evaluation process that has not been asked that you would like to add?

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